



INDIANA
WORKFORCE
DEVELOPMENT

**Strategic Skills Initiative Regional Solutions Report
Cover Sheet
Economic Growth Region: # 8**

| | | | |
|---|--|---------------------------------------|---------------------------------------|
| 1. Funding Request | | | |
| Requested: \$ 3,536,000 | | Start Date: 7/1/2006 | End Date: 6/30/2008 |
| 2. Designated Grantee | | | |
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****Note: Based upon clarifications requested by DWD, additional funding is requested. The total funding requested has been modified. The revised total funding requested effective 4/24/06 is \$ 5,409,300.

Region 8
Strategic Skills Initiative
Solutions Report
March 3, 2006
Revised April 24, 2006

Submitted by
Region 8 SSI Consortium

In collaboration with
Corcoran & Wishart, LLC, Region 8 SSI Agent

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I. Executive Summary

Economic Growth Region 8 - Strategic Skills Initiative

Built towards the goal of creating new jobs and raising Hoosier income, the Strategic Skills Initiative (SSI) is a revolutionary effort that fights unemployment by going directly to the root causes. SSI focuses on two primary goals:

- Identify and alleviate shortages projected to exist in critical occupations and specific skill sets within high-wage Indiana industries; and,
- Instill a lasting, demand-driven approach to workforce development at the regional and local level.

This initiative resulted in the preparation of three reports, including this Solutions Report, for Economic Growth Region (EGR) 8. These reports were submitted to the Indiana Department of Workforce Development (DWD). The purpose of these three reports was to: 1) identify occupation and skill shortages; 2) determine the root causes of the shortages; and 3) propose solutions directly tied to the root causes and request funding to implement these solutions.

EGR 8 is a new area composed of Brown, Monroe, Owen, Lawrence, Greene, Martin, Daviess and Orange counties.

Consortium Role

The Region 8 Consortium is comprised of employer representatives for key industries, business association members, and representatives of educational institutions, economic development, workforce development, labor and others. The Consortium has advised the SSI agent and staff in the development of all three reports, including the Solutions Report which contains the application for funds from DWD.

Industry partners have also played a key role in the development of all three reports. Over 95 employers have been willing to support the efforts of the Consortium during the crafting of these three reports by participating in interviews or roundtables, and providing input and feedback on the identified conclusions. Many of these employers will continue to be valuable resources throughout the implementation of the SSI project.

Methodology

Numerous resources were utilized throughout the preparation of all three reports. These resources include: available labor market information from the Indiana Business Research Center, DWD, U.S Census, prior local research reports, and ERISS employer survey data; employer interviews and roundtable discussions conducted throughout the

region; input from the members of the Consortium; materials from the SSI Toolkit including the SSI Research and Identification Guidebook; and on-line webinars presented by staff of Workforce Associates.

As indicated in the Occupational and Skills Shortages Report, workforce development and economic development must work together to grow jobs and personal income for the residents of our region. Since the skills and abilities of the workforce have such an impact upon the ability of local economic development representatives to meet their goals, the SSI Consortium in EGR 8 desired to actively involve these individuals in the project. In support of that goal, a Request for Proposals was released to identify entities interested in providing assistance during the Root Causes and Solutions phases of the SSI project. To insure strong involvement of these entities, eligible bidders were local economic development organizations, chambers of commerce, and other local entities engaged in economic development and workforce development throughout the region. The successful bidder was the Bloomington Economic Development Corporation and their selected subcontractor, Thomas P. Miller and Associates. Also important was the inclusion of economic development representatives from Daviess and Orange Counties in the BEDC project.

Root causes were identified using three different methods. First, as a guideline, interviews with key stakeholders in EGR 8 resulted in a priority list of the top root causes in each industry. Second, the interview information was compared to data from the Indiana Business Research Center (IBRC), the SSI Toolkit and other government data sources, as well as to experiences described by other state and national studies. Third, from these multiple sources taken together, the top three to four root causes for each industry were selected, and then matched for consistency against the critical occupations identified.

Solutions were identified utilizing the following elements:

- Overall direction by Corcoran & Wishart, LLC and the Bloomington Economic Development Corporation with support, research, and facilitation by staff of Thomas P. Miller and Associates.
- Continuous linkage to industry contacts and perspectives via an industry liaison for each of the four target industries.
- Convening seven industry Roundtables. Each Roundtable was 1 ½ to 2 hours long. Key facilitated questions for each meeting were:
 - What successful, creative solutions are already underway?
 - What new solutions make sense?
 - How could we implement more collaborative efforts to reduce shortages?
- Synthesis of region-wide input into this document.

- Input from the Region 8 Consortium at meetings convened specifically to discuss the solutions.
- Over 75 employers participated in interviews or roundtables, and/or provided input and feedback on the identified conclusions.

A team of individuals from Corcoran & Wishart, LLC; Vincennes University; Department of Workforce Development local offices; Bloomington Economic Development Corporation; and Thomas P. Miller and Associates participated in the development of the Root Cause report and this Solutions Report. By using the SSI Research and Identification Guidebook and the available web-based workshops, every effort was made to utilize the recommended methodology to the fullest extent in reaching the identified root causes and proposed solutions contained in this report.

Selected Industry Sectors and Occupations

The Occupational and Skills Shortages Report was the first of the three reports for Economic Growth Region (EGR) 8. The report focused upon the key industries of manufacturing; health care, professional, scientific and technical services; and hospitality and tourism. Critical occupations and shortages identified by the report included the following:

| Occupation | Projected 2 Year Worker Shortage (through 2007) | Projected 7 Year Worker Shortage (through 2012) |
|--|---|---|
| Registered Nurses | 191 | 351 |
| Licensed Practical Nurses | 18 | 148 |
| Nurses Aides | 59 | 94 |
| Respiratory Therapists | 26 | 26 |
| Electrical and Electronics Engineering Techs | 134 | 418 |
| First Line Supervisors of Production Workers | 18 | 18 |
| Team Assemblers | 234 | 694 |

Hospitality occupations encompass a wide range of jobs in the tourism and hospitality sector. Based upon employer input, the report focused upon the skills sets needed by all hospitality workers rather than identifying specific job titles.

Identified Root Causes

Interestingly, a common set of root causes was identified for all four industries. These can be summarized as: Career Awareness, Pipeline Issues, Training Capacity, Leakage/Mobility, and Wages and Benefits. Each root cause plays out a little differently in each industry, but a brief description is as follows:

Career Awareness

The K-12 and labor market information system appear to be lacking in real time, useful information about careers and career pathways. Most significantly, career awareness and counseling in schools appears to be inadequate, but resources available to adults also need improvement. Efforts must also be made to ensure that students are aware of the skills required to be successful within each industry. Many employers who participated in interviews, particularly those from the manufacturing and hospitality sectors, reported difficulty finding workers who have the necessary basic skills and job retention skills to be successful on the job.

Pipelines

As careers become more varied and career pathways more complex, educational providers will have to find better ways for linking educational and training offerings into these pathways. This calls for a very different collaboration among providers and better linkages with area employers.

Capacity

Several occupations with large employment identified in this project do not have in-region or near-region resources sufficient to fill training gaps. This applies particularly to the health care field. Efforts must be made to increase the availability and capacity of training programs to better meet the needs of businesses.

Leakage and Mobility

Human capital moves to where it is most in need and is enticed by wages and benefits. Mobility in and out of the region can be expected and should be embraced. If the region has productive and growing companies, it will be attractive to existing or outside workers. The mobility root cause is tied to deep root cause factors, such as quality of life, access to urban amenities, proximity to colleagues with similar interests etc. Some employers are recognizing that the root cause is not only influenced by wages and benefits but quality of work-life, work-life balance, and community quality of life.

Wages and Benefits

Wages and benefits in a free labor market are always a root cause for demand / supply imbalances. In the case of Region 8, like many smaller semi-rural regions, wage rates tend to be below state and national averages so there is an inherent disadvantage to begin with. The issue of wages also relates to the competition among various industries for labor within the region. A number of occupations have skills that are transferable among several industries, which can cause competition among those industries for the same pool of workers. For example, a better paying job for first line supervisors in an industry like construction can lure workers with similar skills away from the manufacturing industry.

Ranking Root Causes by Industry

Local employers were asked to provide input on the priority ranking of the root causes that were identified for the shortages. The table below indicates the priority ranking for root causes within each of the key industries:

| Industry | Ranking (1 being most important) |
|--|---|
| Health Care | <ol style="list-style-type: none">1. Training Capacity2. Wages and Benefits3. Career Awareness, Pipeline Issues and School Preparation. |
| Hospitality | <ol style="list-style-type: none">1. Pipeline Issues and Career Awareness / Image2. Recruitment and Retention3. Wages and Benefits |
| Professional, Scientific and Technical Services | <ol style="list-style-type: none">1. Career Awareness2. Training Options3. Leakage. |
| Manufacturing | <ol style="list-style-type: none">1. Pipeline Issues / Career Awareness2. Lack of Training3. Non-Competitive wages and benefits. |

Solutions

This report marks the final phase of a three phase effort by the Region 8 Consortium to propose solutions and request funding support from DWD for SSI projects for the period 2006 – 2008. The following solutions are proposed:

Healthcare Industry:

Line of Sight Analysis

| Shortages (Next 2 years) | Root Causes | Solutions |
|---|---|---|
| 191 RNs 18 LPNs 59 Nurses Aides 26 Respiratory Therapists | <ul style="list-style-type: none">○ Lack of Training Capacity○ Career Awareness, Pipeline Issues and School Preparation○ Wages and Benefits | Reduce bottleneck in clinical preparation and training programs |

During the root cause phase of the project it was determined that training capacity is limited due to a bottleneck that exists in current training programs that limits the number of students who graduate each year. Upon further research, two primary causes of this bottleneck were identified: 1) decreased clinical opportunities; and 2) a lack of qualified individuals willing to work as instructors. The following two solutions are proposed to address these issues:

Healthcare Solution # 1: Clinical Simulation Laboratory

The Problem:

Clinical sites are becoming increasingly difficult to identify. Clinical practice is being constrained by new HIPPA laws. In addition to the limited number of clinical sites, several participants also noted a number of healthcare providers closing down job shadowing and internship opportunities for fear that under-prepared students will unintentionally violate confidentiality and patient rights. In addition, numerous institutions including Ivy Tech State College, Indiana University, Vincennes University, and local vocational schools are often competing for an increasingly limited number of clinical opportunities.

The Solution:

Use of simulation labs to reduce the amount of direct patient contact required for training will be necessary to increase the number of training program graduates. Some training programs in the region already use simulation mannequins but more will be required and they will need to be more sophisticated. It is believed this strategy will have wider impact than merely reducing clinical time, thereby increasing the number of graduates. The mannequins themselves heighten interest in technology solutions and

intrigue inquisitive learners. They also provide more repeatable experience for handling emergency situations.

Solution Goals:

- To ensure the region has enough hands-on training so that clinical experience is not a bottleneck in the supply pipeline.
- Double simulation lab capacity by 2008.
- Decrease requirements for direct patient contact by 25% in both nursing and respiratory therapy programs.
- Incorporate simulation lab exposure to prospective students, increasing career awareness.
- Improve the effectiveness and delivery of in-service training for nurses and respiratory therapists.

Healthcare Solution # 2: Educate the Educators

The Problem:

Participants in the Solutions Roundtables specifically identified instructor shortages as a primary root cause of the bottleneck in supply of workers and limited training slots that are available in existing training programs. As pointed out in the Root Causes Report, educators not only get paid less than practitioners, but they are also required to hold higher credentials (at least a Master's degree) than most practitioners. This is seen at two levels: 1) full-time employees for whom salaries are not attractive relative to either working as a nurse practitioner or in related occupations and 2) part time faculty, for whom teaching a one semester course for \$3,000 is not particularly attractive given the amount of workload and personal commitment to students required.

The Solution:

The strategy is proposed as a statewide initiative. It is too big for Region 8 to go it alone. However, an active committed group of educators, administrators, and practitioners would like to see Region 8 begin now as a testing site for identifying and implementing solutions that could become part of the statewide strategy for addressing this issue. Working in coordination with the South Central Region 8 Workforce Board, the Life Sciences Human Capital Committee under the direction of the Bloomington Life Sciences Partnership and the Bloomington Economic Development Corporation would be contracted as the lead entity in coordinating this project in Region 8.

Over a two year period, the pay and benefits associated with both full time and part-time faculty would be increased using a subsidy from local employers and a grant sought from a national philanthropic organization. Once proven, state supplemental funding will be sought. A second set of specifics relates to supporting those desirous of leaving the profession, but with inherent potential to contribute further by teaching and advising. This involves providing subsidies for tuition support and income foregone to help healthcare workers who currently have Associate's or Bachelor's degrees to undertake a Master's degree in nursing / therapy.

Solution Goal:

A state-wide goal should be to increase the number of nurse educators (full and part time) by 25% by 2008. They, in turn, will increase the graduation output at all levels of nursing and therapy by 100% by 2010.

Hospitality Industry:

Line of Sight Analysis

| Shortages → | Root Causes → | Solutions |
|--|--|---------------------------|
| Basic "five star" skills apply to all estimated 16,500 workers; 3300 workers particularly in need of skills upgrade. | <ul style="list-style-type: none"> • Pipeline Issues, Career Awareness • Recruitment & Retention • Wages & Benefits | Customer Service Training |

During the root cause phase of the project it was determined that the hospitality industry has difficulty attracting workers with the necessary skills due to limited career awareness about all the possible career opportunities that exist within the industry. Further, employers in this industry report significant difficulty in recruiting workers who have the customer service skills that are necessary for success in hospitality jobs. The following solution is proposed to address these issues:

Hospitality Solution: Customer Service Academy

The Problem:

In order to ready Region 8 for a major travel destination growth strategy, both current and prospective workers must be prepared with higher levels of customer service and core competencies in the hospitality industry so that all workers in the industry are equipped with the best, improved practices of customer service. In addition, career awareness efforts must be enhanced so that more workers seek careers in this industry. Workers, by and large, are not well prepared for the many service jobs coming their way. In many respects, attitudes to work and work style have been developed in a

manufacturing and agricultural context. The workforce challenge is to reorient workers to work style and customer service competencies required in a highly people-centered industry.

The Solution:

This SSI strategic response is to create a Customer Service Academy designed to strengthen customer service skills and attitudes across the region at all occupational levels and for all age groups focused primarily on the hospitality industry but available to other service industries. The academy will be governed by a consortium of key employers, educational providers, and non-profit development organizations, including Convention and Visitors Bureaus. The prime function of the academy is to offer intensive workshops / boot camps for current and prospective employees, interns and temporary summer workers. The academy will stress both service techniques, such as communication styles, personal work habits and productivity skills such as computer and IT techniques.

The academy will operate virtually using current facilities for its training / learning events. Most importantly, the academy will focus on core attitudinal changes appropriate to this emerging growth industry in the region. Workers will participate in motivational seminars, workshops and role plays. We envision Academy events being offered in actual hospitality settings, such as in existing resorts and hotels, or at Learning Centers in Brown, Lawrence, Orange, Martin and Greene Counties. Some of the training might be offered on traditional post-secondary educational campuses. This training would be unique in that it would focus upon providing experiential learning offerings focused on customer service skills and core hospitality industry competitiveness - - the hands-on stuff not covered in academic programs.

Solution Goals:

- Provide customer service skills workshops / boot camps to 200 workers/year for the next 2 years.
- Provide Ivy Tech “Five Star” training to 1200 workers over the next 2 years.
- Provide Management / Supervision training for 40 workers over the next 2 years.
- Provide 6 associate degree / degree scholarships per year to post-secondary training institutions.
- Provide customer service training in every high school choosing to participate. This also serves as an introduction to the hospitality industry and an opportunity to promote career awareness.
- Provide instruction to teachers and career counselors on customer service and the hospitality industry in an effort to enhance awareness of careers in this industry.

Professional, Scientific and Technical Services Industry:

Line of Sight Analysis

| Shortages (next 7 years) | Root Causes | Solutions |
|---|---|------------------------------|
| <ul style="list-style-type: none">• 418 Electrical and Electronic Engineering Technicians• Related: Optical Engineers; Physicists and Mathematicians | <ul style="list-style-type: none">• Lack of Training /Education Options• Pipeline Issues• Leakage | Ramp-up Project Lead the Way |

During the root causes phase of the project, it was identified that enhanced training options are needed and that the pipeline of workers who are attracted to this industry is no longer sufficient to meet the projected needs. The following solution is proposed to address this issue:

P,S & T Solution: Ramp up Project Lead the Way

The Problem:

The interviews in the Root Causes phase, and discussions at the Solutions Roundtables reaffirmed the threat the region faces regarding supply of professionals in engineering, the sciences, and engineering technicians. This is exacerbated by the age distribution of the current technical workforce in the region. The region experienced significant influx of scientists, engineers and technicians around the time of the Sputnik era. This was a time when higher percentages of students entered the field of science because of the Sputnik challenge. Now science, engineering and technology enrollments are in the doldrums nationwide. If the region cannot improve its ability to recruit and retain engineering technicians and engineers, it could well lose some of its emerging industrial advantage in defense-related industries and biotechnology.

The Solution:

The participants in the Professional, Scientific and Technical (PST) Roundtable spoke highly of project Lead the Way as a way to enrich the curriculum and learning experiences for high school students in engineering and technical fields. Project Lead the Way has made great strides in recent years in select schools across the state. Its focus is on a pre-engineering curriculum with exposure to the principles of engineering technology, engineering design and hands-on project learning. The PST participants believe that this exposure to pre-engineering would encourage more students to enter this career field. After graduating, they believe those from the area are more likely to

return. One important feature of Project Lead the Way is the detail given to preparing teachers. This adds to costs but achieves impact.

This initiative will take advantage of a program that is proving to be effective and accelerate and expand its application. At the same time, it is important for prospective engineering students to have internship opportunities and mentors to help them become more informed about engineering and technology jobs in the region.

Solution Goals:

Enrollments in Project Lead the Way will increase in the next two years by adding four high schools in the 2007-2008 school year. Discussions with the identified schools would begin during the 2006-2007 school year to allow sufficient planning time prior to implementation.

Manufacturing Industry:

Line of Sight Analysis

| Shortages → (next 2 years) | Root Causes → | Solutions |
|---|--|---|
| 234 Team Assemblers 18 First Line Supervisors of Production Workers | <ul style="list-style-type: none"> • Pipeline Issues, Career Awareness • Lack of Training Options and strategies • Non-Competitive Wages and Benefits | Transferable Credentials, Employer Learning Networks, and Increased Biomanufacturing Training Opportunities |
| (next 7 years) 694 Team Assemblers | | |

During the root cause phase of the project, it was determined that current manufacturing workers as well as potential applicants for these jobs lack the basic skills and soft skills needed by employers. Employers also indicated a need for more opportunities to network with their peers and to provide input regarding training needs. More trained workers will also continue to be needed to support the growth of the biomanufacturing industry. The following solutions are proposed to address these issues:

Manufacturing Solution # 1: Development of Transferable Credentials

The Problem:

Participants in the Roundtables expressed concern that attitudes and hands-on skill levels as well as self-initiative are lacking in front line workers. Employers participating in the SSI project have also indicated that more structured opportunities need to be made available for employers to network with their peers in the manufacturing sector. This exchange of information provides valuable ideas and insight about ways to solve

common problems. Employer input into the design of training programs also needs to be enhanced.

The Solution:

The broader purpose of this solution is to improve wide-spread communication between manufacturing firms and to gain acceptance among manufacturers and educators of key credentials as a means of measuring worker capability, matching competencies with job specifications and advertising job requirements. The initiative also seeks to ensure that the content of training programs available to workers is employer driven and closely aligned with the needs of area employers.

A core strategy is to use Employer Learning Networks (ELNs) within and across communities to achieve more wide-spread industry consensus of the nature of skill and occupational shortages and the credentials commonly applicable. These ELNs will discuss common problems and solutions and will articulate their training needs to educational providers or possibly set up their own "Manufacturing Advancement / Competitiveness Centers." The grant will focus on skills training of assemblers and first line supervisors with a strong flavoring of "new" skills required in high precision, automated settings.

The Daviess County Economic Development Corporation (DCEDC) will be contracted to take the lead on implementing this strategy and forming the Employer Learning Networks. With the support of local elected officials from Daviess County, the DCEDC has already begun efforts to form networks of local manufacturers and to establish an Advanced Manufacturing Center. Since considerable effort has already been put forth on these activities, this project seeks to build upon the momentum in Daviess County and the focus will be upon moving this initiative forward first in Daviess County.

Manufacturing Solution # 2: Creation of the Indiana Biomanufacturing and Training Institute

The Problem:

More training options are also needed to prepare the workforce for the emerging occupations in the medical manufacturing industry.

The Solution:

In an effort to support the continued growth and development of biotech and medical manufacturing jobs in the region, creation of the Indiana Biomanufacturing and Training Institute is also proposed. This Institute will be governed by an advisory board of education (K-12 and higher education), workforce development, economic development and life sciences industry professionals from across our region and the State of Indiana. It will serve life sciences firms with faculty from the biomedical industry and relevant educational institutions and include curriculum and training offerings requested by our

life sciences companies. This will include, but not limited to, basic skills offerings, soft skills training, and industry-specific training. The Institute will also be designed to allow for classroom/laboratory instruction, hands-on training on equipment/processes, and be open to all partners in our consortium. Through our collaborations with our partners, the Institute will also develop real operating plant training conditions to ensure proper emphasis and exposure to small and large-scale biomanufacturing processes for students, existing employees that need training, recruits to existing companies, dislocated workers and others interested in careers at our life sciences firms.

Solutions Goals:

- Short term credentialed training will be provided to upgrade the skills of 100 incumbent and new team assemblers per year.
- The number of workers in employer driven training programs will increase.
- More local residents will enroll in advanced manufacturing training programs, including those related to medical manufacturing.
- The Bloomington Life Sciences Partnership will develop the training institute.

II. Introduction

This report marks the final phase of a three phase effort by the Region 8 Consortium to prepare its request to DWD for funding support for SSI projects for the period 2006 – 2008. For each of the industries targeted in the first Occupational and Skills Identification Report, a solution to address shortages and critical skills is proposed. Section III describes the following solutions:

Healthcare Industry:

- Clinical Simulation Laboratory
- Educate the Educators

Hospitality Industry: Customer Service Academy

Professional, Scientific and Technical Services: Ramp up Project Lead the Way

Manufacturing: Transferable Credentials, Employer Learning Networks, and Development of Indiana Biomanufacturing and Training Institute

It is important to note that for the Healthcare; Professional, Scientific and Technical; and Manufacturing industries, specific occupations that are facing a shortage in skilled workers were identified. For the Hospitality industry, an identified skills set that is applicable to all jobs within the industry was the focus. The solutions proposed for each industry have been designed to address shortages in the specific occupations identified in the previous two reports. In order to maximize the impact of funds received in response to this report, efforts have been made to ensure that these solutions will also be relevant to additional jobs that are critical within each industry.

All solutions have been crafted with significant engagement of the SSI Consortium; seven Roundtables; back and forth review and input by each local industry liaison; and cooperation between the project lead staff at Corcoran & Wishart, LLC and the project contractors, Bloomington Economic Development Corporation and Thomas P. Miller and Associates.

The comprehensive summary budget below is a proposed budget asking DWD for \$5,520,000 over two years. More detailed budgets for each industry initiative are contained within the sections of this report pertaining to solutions for each specific industry. The SSI Consortium is up to the task of implementing this bold set of innovative solutions designed to reduce the occupational and skills shortages in the identified industries. The Region 8 Consortium, at its meeting on February 28, 2006 endorsed the original proposal and budget.

SSI and Proposed Matching Funds

| | Year 1 | | Year 2 | | Total | |
|--|------------------|------------------|------------------|------------------|------------------|------------------|
| | SSI | Match | SSI | Match | SSI | Match |
| Healthcare: Clinical Simulation Laboratory Educate the Educators (initial Explorations) | 675,000 | 130,000 | 380,000 | 120,000 | 1,055,000 | 250,000 |
| Hospitality: Customer Service Academy | 460,000 | 378,000 | 400,000 | 378,000 | 860,000 | 756,000 |
| Professional, Scientific & Technical Services: Ramp-up Project Lead the Way | 140,000 | 150,000 | 505,000 | 250,000 | 645,000 | 400,000 |
| Manufacturing: Transferable Credentials, Biomanufacturing and Training Institute | 1,355,500 | 3,382,500 | 1,015,000 | 2,432,500 | 2,370,500 | 5,815,000 |
| **Administration: Regional Operator, Fiscal Agent, Outcome Evaluation, Contractors, etc. | 287,280 | 0 | 191,520 | 0 | 478,800 | 0 |
| Total | 2,917,780 | 4,040,500 | 2,491,520 | 3,180,500 | 5,409,300 | 7,221,000 |

** Note: Administrative funds will be used by the Regional Workforce Board and its Contractors to support all initiatives that are funded. Administrative funds have been included in the total funding request represented by the table above, but have not been included within the specific budgets contained within each of the industry solutions.

On February 21, 2006, the new South Central Region 8 Workforce Board discussed and endorsed the original proposal. On April 17, 2006, the Board was made aware of the revision to request additional funding and to provide additional information regarding the Biomanufacturing and Training Institute. This board and its Regional Operator will be responsible for oversight and implementation of the SSI project and will ensure that funding received is utilized in accordance with the solutions identified in this report.

In order to promote a spirit of cooperation and community involvement in SSI initiatives, the Regional Workforce Board will be soliciting proposals from organizations throughout the region for the operation of various initiatives contained within these solutions.

Region 8 is fortunate to have many qualified and capable organizations that have expertise in the four industries upon which these solutions are focused. The Board believes that effective partnerships can be formed with these entities to successfully build upon existing regional resources to execute these solutions.

The Regional Workforce Board will also provide monitoring and evaluation of the project and will regularly review progress toward achieving project goals. The Board will also negotiate with the statewide Fiscal Agent to provide financial management services associated with these funds. In addition, the South Central Region 8 Workforce Board will solicit an entity to conduct an in-depth review and evaluation of the success of the project and to measure the impact of the project upon the identified shortages.

III. Methodology



General Description

The methodology for the Solutions phase involved five main elements:

- Overall direction by Corcoran & Wishart, LLC and the Bloomington Economic Development Corporation with support, research, and facilitation by staff of Thomas P. Miller and Associates.
- Continuous linkage to industry contacts and perspectives via an industry liaison for each of the four target industries.
- Convening seven industry Roundtables. Each Roundtable was 1 ½ to 2 hours long. Key facilitated questions for each meeting were:
 - What successful, creative solutions are already underway?
 - What new solutions make sense?
 - How could we implement more collaborative efforts to reduce shortages?
- Synthesis of region-wide input into this document.
- Input from the Region 8 Consortium at meetings convened specifically to discuss the solutions on January 27th and February 28th, 2006.

A total of 95 participants either attended the Roundtables or provided one-on-one input. The Roundtables proved to be particularly valuable. Participants were thoughtful, constructive and very creative. While many good suggestions were offered, in all cases, the primary solutions as proposed in this report fell out with good consensus.

Region-wide Participation by Industry Representatives and by the Region 8 Consortium

Business / Industry participation took three forms during this process:

- Industry representative participation at the solutions Consortium meetings on January 27th and February 28th, 2006.
- Approximately one-half of the participants at the Regional Roundtables were from business and industry. The remaining participants were a cross-section of workforce, education and related providers.
- Each local industry liaison to the project provided help in generating invitee lists to the Roundtables, solution suggestions and feedback on drafts. These individuals were:
 - Healthcare: Steve Bryant, Bloomington Life Sciences Partnership
 - Hospitality: Judy Gray, Orange County Economic Development Corp.
 - Professional, Scientific and Technical Services: Mike Gentile, Crane Technology, Inc.
 - Manufacturing: Ron Arnold, Daviess County Economic Development Corp.

To ensure both industry and regional accessibility, the Roundtables were convened at the following locations to maximize attendance:

Healthcare:

Bloomington, Monroe County, Jan. 19, 2006
Bedford, Lawrence County, Jan. 17, 2006

Hospitality:

Paoli, Orange County, Jan. 18, 2006
Bloomington, Monroe County, Jan. 18, 2006

Professional, Scientific and Technical Services:

Bloomington, Monroe County, Jan. 20, 2006

Manufacturing:

Montgomery, Daviess County, Jan. 19, 2006
Bloomington, Monroe County, Jan. 17, 2006

Use of IDWD Web-based Workshops

The webinars conducted by Workforce Associates were helpful during all three phases of the SSI Project. During the solutions phase, project staff participated in two webinars. Every attempt has been made to utilize the guidance from these webinars as well as the handbook in the crafting of this report.

IV. Solutions



Healthcare Industry:

Solutions: Clinical Simulation Laboratory and Educate the Educators

Introduction

Both Healthcare Solutions Roundtables were very well attended and highly energetic. Two solutions achieved wide consensus: 1) decrease direct patient contact required for student clinical activities by use of more laboratory simulation, and 2) increase supply and placement of healthcare educators (for nursing as well as other healthcare professions). Both of these solutions are necessary to successfully address the shortage of healthcare workers, especially nurses. Together, the two solutions described below would go a long way toward solving the shortage situation.

The resources and activities associated with the healthcare solutions contained in this report are primarily focused upon enhancing the laboratory simulation capacity of the region. This approach was taken because this is a solution that can be effectively implemented in Region 8 and its success can be replicated in other areas of the state as needed.

The “educate the educators” solution, however, is believed to be a statewide challenge. Consequently, the solution proposed herein is grander than Region 8 can address. Region 8, however, is offering to serve as an area where potential solutions to this issue can be identified and/or tested. It should be noted that a strong, enthusiastic group of educators, educational institutions, hospitals, and long-term and ambulatory care providers is already engaged in discussion regarding this issue. This group is prepared to form the nucleus of a Region 8 implementation team. The group is very anxious to take on the challenge of increasing the supply and placement of healthcare educators and seeks the opportunity to begin work immediately. We understand that Region 8 Roundtable discussions on this topic have already led to some state-level deliberation on this matter.

Solution 1: Clinical Simulation Laboratory for Regional Use

Justification for Solution

As indicated in the first two SSI reports, the healthcare industry is critical to the economic vitality of the region and to the personal financial success of many workers in the region. Specifically identified were shortages in Registered Nurses, Licensed Practical Nurses, Nurses Aides, and Respiratory Therapists. There are many other occupations within the healthcare sector that are also facing shortages. Upon further

exploration, it was determined that a primary cause of these shortages is a bottleneck in the training system that limits the number of graduates that existing training programs can produce. Since the number of training slots available is already in short supply, it is also important to enhance career awareness efforts to ensure that all students who enroll in training programs have a thorough understanding of these careers and a commitment to working in the healthcare field.

Roundtable participants confirm that the problem with supply of nurses and respiratory therapists is not student demand - - good applicants are being turned away. The causes of this problem are twofold - - 1) there are not enough instructors, so class enrollment is limited, and 2) there is not enough access to clinical experience. This solution deals with the latter.

Clinical sites are becoming increasingly more difficult to identify. Clinical practice is being constrained in large part by new HIPPA laws. In addition to limited sites for clinical experience, several participants also noted a number of healthcare providers closing down job shadowing and internship opportunities for fear that under-prepared students will unintentionally violate confidentiality and patient rights. In addition, numerous institutions including Ivy Tech State College, Indiana University, Vincennes University, and local vocational schools are often competing for an increasingly limited number of clinical opportunities. Use of simulation labs reduces the amount of direct patient contact required for training and will be necessary to increase the number of training program graduates. Some training programs in the region already use simulation mannequins but more will be required and they will need to be more sophisticated. This creates an increased burden on the already tight equipment budgets of training institutions.

The Solution

Goals:

- To ensure the region has enough hands-on training so that clinical experience is not a bottleneck in the supply pipeline.
- Double simulation lab capacity by 2008.
- Decrease requirements for direct patient contact by 25% in both nursing and respiratory therapy programs.
- Incorporate simulation lab exposure to prospective students, increasing career awareness.
- Improve the effectiveness and delivery of in-service training for nurses and respiratory therapists.

Core Strategy

The core strategy of this solution is to fully equip a major simulation laboratory for the Region, likely located at Ivy Tech or IU in Bloomington. The equipment will include state of the art training mannequins.

It is believed this strategy will have wider impact than merely reducing clinical time, thereby increasing the number of graduates. The mannequins themselves heighten interest in technology solutions and intrigue inquisitive learners. They also provide more repeatable experience for handling emergency situations. In fact, in addition to addressing clinical opportunities for nurses and respiratory therapists, the most expensive mannequin will also be used for other occupations such as physicians, EMTs and emergency room training. The mid-level mannequins will be used primarily for training nurses and respiratory therapists as well as other healthcare technicians.

Line of Sight Analysis

| Shortages (Next 2 years) | Root Causes | Solutions |
|---|---|---|
| 191 RNs 18 LPNs 59 Nurses Aides 26 Respiratory Therapists | <ul style="list-style-type: none">○ Lack of Training Capacity○ Career Awareness, Pipeline Issues and School Preparation○ Wages and Benefits | Reduce bottleneck in clinical preparation and training programs |

Specific improvements in completion rates and increases in numbers of graduates related directly to the addition of more simulation labs are not readily available. However, a conservative estimate is that a well equipped, staffed and easily accessible lab will reduce shortages, on average 15%. The solution will have greatest impact if combined with additions to qualified faculty.

Potential to Address Short and Long Term Shortages

Clinical capacity is one of two main requirements for overcoming these shortages. The simulation lab can be set up in approximately six months and can have immediate application and impact.

The potential to address longer term shortages will only be fully felt if the simulation lab effort is combined with having adequate faculty and other support facilities so that more students can be enrolled. The latter issue deserves coordinated state-wide effort and is covered in the next solution

Regional Impact

The very nature of this solution requires centralization of equipment in one location with expert support staff. Bloomington is the logical location given strong IU and Ivy Tech presence and the needs of Bloomington's hospital system. However, the lab will be designed for regional use with facility scheduling readily available for incumbent workers, such as for the Bedford hospital system, and career centers. The "equipment package" will be acquired in such a way that several portable mannequins will be purchased that can be taken to area schools for use in career awareness, health education, and safety demonstrations. Funds will also be made available for post secondary institutions, high schools, and middle schools to apply for reimbursement for the costs associated with student field trips to the lab or costs associated with transporting the mannequins to area schools. It is believed that this practical outreach will serve as an effective vehicle for career awareness.

Statewide Impact

This investment would not only be of benefit to Region 8, but to much of Southern Indiana as well. The intent is that if this approach proves to be efficient in reducing direct clinical time, the simulation laboratory would be made available for use by students from other southern Indiana counties facing similar problems. This would also serve as a long-term revenue generator to help with sustainability, since students from surrounding regions would be charged on a cost plus basis.

Action Plan

Step 1 Select Initiative Coordinator - - Summer, 2006.

As with other proposed initiatives, the Regional Workforce Board will bid out the function of Initiative Coordinator. That person / organization will be responsible for executing all steps below and reporting progress to the Regional Workforce Board and supervising routine evaluations of programs.

Lead: Regional Workforce Board (RWB)

Expected Outcome: A well managed initiative with quarterly progress reports to the Regional Workforce Board and regular performance monitoring.

Step 2 Education Team - - Summer, 2006.

Form a team of educators and hospital training directors who would benefit from improved access to an advanced simulation laboratory. Since the laboratory would support the training of nurses aides and EMTs through masters degreed nurses and advanced therapists, a wide cross-section of institutions will be encouraged to form the Education Team.

The Education Team will serve as a network for professionals who have not worked extensively together yet have common needs and interests. This team will advise on the design of the lab to meet a full range of regional and industry needs. Its first task will be the Inventory (Step 3), followed by equipment specification and advice to the Initiative Coordinator on selection of equipment.

Lead: Initiative Coordinator

Expected Outcome:

1. Lab design to meet full range of regional needs.
2. Higher levels of collaboration and cooperation between educators and trainers and better utilization of common laboratory resources.

Step 3 Equipment Inventory - - Fall / Winter 2006

Under the direction of the Initiative Coordinator, the Education Team will inventory current equipment and identify equipment gaps, with particular reference to simulation equipment. They will develop and prioritize a simulation acquisition list that includes specifications (noting additional staff training required). Education team members will search for best vendors.

Lead: Initiative Coordinator

Expected Outcome: A mutual understanding across all pertinent educators and trainers regarding simulation equipment available in the region and how it can be made available.

Step 4 Equipment Purchase - - Fall, 2006 & Spring, 2007

The Initiative Coordinator will purchase and commission the equipment. This also includes additional training of support staff and instructors, as appropriate. The purchase of this equipment is contingent upon the lead institutions (IU or Ivy Tech) making a budget request for additional technician support beginning 2008.

Lead: Initiative Coordinator

Expected Outcome: A much improved centralized simulation laboratory, with simulation equipment also available for portable applications, such for use at local area high schools.

Step 5 Region-wide Lab Access - - Summer, 2007

Make the advanced lab(s) available for wide use to students throughout the region.

Lead: Initiative Coordinator

Expected Outcome: Regular use across the region at the post-secondary technician and degree levels as well as for high school and middle school students.

Step 6 Career Awareness & Field Trip Coordination - - Fall, 2006

The power of a simulation lab will not only be in its utility in preparing practitioners, but in stimulating interest among young people considering the nursing and other healthcare professions. The lab will be used extensively as a “high tech” engagement with young learners. This step calls for field trip coordination to maximize the use of both the stationary lab as well as the transportable mannequins by secondary and career center students. This coordination will be facilitated by the Initiative Coordinator and may require part-time assistance from additional staff. Under the grant, schools can apply for a grant to broaden healthcare career awareness programs and to subsidize the costs associated with school use of the transportable mannequins and/or field trips to the lab for 2006 – 2008. By 2008 it is expected that schools will have built simulation lab rental fees and field trip costs fully into their budgets.

Lead: Initiative Coordinator

Expected Outcome: 100% increase in high school contacts and field trips regarding health careers.

Sustainability

Key to success of the lab will be how it is maintained, managed and improved after the first 2 years. Both IU and Ivy Tech Schools of Nursing have committed to seek ongoing lab technicians and other support costs after 2008. In addition, it is anticipated that fees will be generated from the rental of the simulation lab.

So What? Why is This Important?

Coupled with addressing the shortage of instructors, providing more opportunities for clinical experiences and career awareness has been identified as a key to increasing the number of graduates who will be available to work in the identified occupations. Without these opportunities, it is unlikely that the shortage will be adequately addressed which will have a significant negative impact upon employers and those needing healthcare within the region.

Solution 2: Educate the Educators

Justification for Solution

This solution has not been developed in full because it is seen as a state-wide initiative. The key elements of this solution are provided here, hopefully in sufficient detail to elevate discussion and to raise DWD sights on providing funding to allow Region 8 to serve as a pilot project area for the development of a state-wide strategy to address this issue. Like nearly every other SSI region, healthcare occupations / skills have been identified as a critical need. Nurses aides, LPNs, nurses and respiratory therapists were identified in the earlier Region 8 reports. Participants in the Solutions Roundtables specifically identified instructor shortages as a primary root cause of the bottleneck in supply of workers and limited training slots that are available in existing training programs. As pointed out in the Root Causes Report, educators not only get paid less than practitioners, but they are also required to hold higher credentials (at least a Master's degree) than most practitioners.

The Solution

Goal

A state-wide goal should be to increase the number of nurse educators (full and part time) by 25% by 2008. In turn, the graduation output at all levels of nursing and therapy will increase by 100% by 2010.

Core Strategy

The strategy is proposed as a statewide initiative. It is too big for Region 8 to go it alone. However, an active committed group of educators, administrators, and practitioners would like to see Region 8 begin now as a testing site for identifying and implementing solutions that could become part of the statewide strategy for addressing this issue. Working in coordination with the South Central Region 8 Workforce Board, the Life Sciences Human Capital Committee under the direction of the Bloomington Life Sciences Partnership and the Bloomington Economic Development Corporation would be contracted as the lead entity in coordinating this project in Region 8.

This strategy is to reduce the nursing shortage by addressing the most basic root cause: increasing capacity of nurse education programs and offering enough education programs to satisfy student demand. This is seen at two levels, 1) full-time employees for whom salaries are not attractive relative to either working as a nurse practitioner or in related occupations and 2) part time faculty, for whom teaching a one semester course for \$3,000 is not particularly attractive given the amount of workload and personal commitment to students required. This strategy is also based on the premise that a relatively small amount of money is necessary to increase the number of nurse

educators and leverage the supply of workers. In other words, supplemental funding to assist with salaries and hiring of nurse educators, both full time and part-time, has a multiplier effect of four times, or more, on output of qualified workers.

Action Plan

Over a two year period, the pay and benefits associated with both full time and part-time faculty would be increased using a subsidy from local employers and a grant sought from a national philanthropic organization. Once proven, state supplemental funding will be sought. A second set of specifics relates to supporting those desirous of leaving the profession, but with the inherent potential to contribute further by teaching and advising. This involves providing subsidies for tuition support and income foregone to help healthcare workers who currently have Associate's or Bachelor's degrees to undertake a Master's degree in nursing / therapy.

Step 1

Undertake a competitive salary study to determine the amount of pay necessary to attract individuals to full time faculty positions. Salaries should not be determined by existing salary structures of other faculty at Ivy Tech or IU, but rather what the market demands as a reasonable compensation package to attract appropriate talent. This step will also involve examination of present compensation arrangements for part-time faculty, and again, a market based study to determine what competitive compensation is needed in order to attract competent and willing part-time faculty.

Step 2

Clarify articulation agreements between Ivy Tech and IU regarding nursing programs, and resolve differences such that all credits are transferable or corrective studies are clearly understood to ensure transferability. It is understood that while articulation has improved significantly, the problems persist in certain subject areas, particularly in the sciences.

Step 3

Develop a recruitment plan with IU and Ivy Tech for additional faculty.

Step 4

Modify information available to career counselors and career resource centers regarding employment opportunities in nurse and therapy education as well as nurse and therapist practice. In other words, ensure that the career prospects for those considering the profession include the education track as well as direct practice.

Step 5

Apply to several interested and philanthropic foundations for matching funds to assist with subsidizing the salaries of nurse educators over the first two years, along with the SSI Grant.

Step 6

Negotiate with key employers of nurses for their share of increased salaries to nurse educators.

Timeline

July 2006 – December 2007: Steps 1 – 6.

Statewide Application

It is proposed that the market salary determination, the method of supplemental payment, the recruitment techniques and the partnerships between employers, professional associations, and education developed by this process would be a model for other regions in the state. An annual information seminar will be undertaken at IU for interested parties from other regions in summer 2007 and 2008.

So What? Why is This Important?

Through the SSI process, many very good ideas were generated regarding reducing the shortages of nurses and respiratory therapists in Region 8. These included special efforts to support those losing manufacturing jobs to shift into the healthcare professions, providing specialty programs for public service employees such as police and fire at the point of early retirement to shift into related healthcare emergency type of occupations. While these are all helpful, no one is as important as that of solving the faculty shortage problem.

Funding Request

Total Budget

| | Year 1 | Year 2 |
|---|------------------|------------------|
| Solution 1: Simulation Labs | | |
| Step 1. Initiative Coordinator | \$50,000 | \$50,000 |
| Step 4 . Equipment Purchase <ul style="list-style-type: none"> – 1 Fully loaded mannequin – 3 partially loaded mannequins (with support training) – Portable simulation equipment Maintenance contracts – Technician – Lab refurbishment including interface software <p style="text-align: right;">Total: \$555,000</p> | | |
| | \$430,000 | \$125,000 |
| Step 5. Region-wide lab access Lab Technician \$55,000/yr = \$110,000 Software development for online technology and distance learning = \$40,000 <p style="text-align: right;">Total: \$150,000</p> | \$70,000 | \$80,000 |
| Step 6. Career Awareness, Field Trip Coordination and Field Trip Costs \$150,000 | \$75,000 | \$75,000 |
| Solution 2: Educate the Educators | | |
| Bloomington Life Sciences Partnership Activities Associated with Educating the Educators | \$50,000 | \$50,000 |
| Total SSI Funds Requested | \$675,000 | \$380,000 |

Anticipated Matching Funds

| | Year 1 | Year 2 |
|--|------------------|------------------|
| In-kind faculty support 2006 – 2008 (IU, Ivy Tech), lab space, computer access, building maintenance, etc. | \$100,000 | \$70,000 |
| Fees for out of region use 2007 – 2008 20 days @ \$1,000 | | \$20,000 |
| Funds from hospitals and other corporate donors | \$30,000 | \$30,000 |
| Total Anticipated Match | \$130,000 | \$120,000 |

Hospitality Industry:

Solution: Customer Service Academy for Hospitality and Other Service Industries

Justification for Solution

Probably no other industrial change affects Region 8 as much as its growth in hospitality, entertainment and amusements over the next 5 years. The casino and expanded resort facilities at West Baden and French Lick make for a significant engine of growth in the southern half of the Region. While not well known, this Region already has a great deal of travel and tourism activity including sports and entertainment associated with Indiana University, arts and crafts in Brown County, Paoli Peaks, Lake Monroe, Patoka Lake, and four state parks, three with inns. These “anchors” are additional to the small, quaint, off- the-beaten-track, lodging, eating and recreation facilities throughout the Region. Convention and Visitors Bureaus are active in Brown, Monroe, Orange, Daviess and Lawrence Counties.

While all the counties in EGR 8 benefit from tourism, the most immediate focus on the hospitality industry in the region will be taking place in *Orange County* over the next few years. Due to the recent approval of a gaming license for French Lick, a \$250 million dollar resort and casino project is currently underway. With the construction of an 80,000 square foot casino scheduled to open in December 2006 and renovation of the French Lick Springs and West Baden Springs Resorts, the Orange County area has a goal to become the Midwest's premier resort destination. It is anticipated that this project will not only greatly benefit the tourism industry and economy of Orange County, but will benefit the hospitality industry throughout EGR 8 by bringing more visitors to South Central Indiana.

The hospitality and tourism industry is also important to the region because much of the revenue generated by this industry comes from outside EGR 8. Since it is desirable to have a number of basic industries to help the region become more prosperous, this growth in the hospitality and tourism industry sector is welcome and should be encouraged and stimulated whenever possible. Hospitality jobs are also valuable to the local economy since these jobs cannot be outsourced to companies outside the area or relocated to other countries due to global competition.

Although some of the jobs in the hospitality and tourism industry pay relatively low wages, there are opportunities for management and supervisory workers, sales directors, meeting planners, hotel managers, and other upper level jobs that pay quite well. The job titles within the hospitality and tourism industry are numerous and varied. The one employer who will likely hire the most workers in this industry in the next two years will be Benchmark Management. Benchmark has been selected to operate the French Lick Springs Resort and Casino as well as the West Baden Springs Resort. In

taking on the management responsibility for this large project in Orange County, Benchmark will need to increase its number of workers from the current level of 350 to approximately 1,450.

Human resources staff from Benchmark have been active participants with the SSI project and have been willing to share information on the workforce needs that they anticipate. Except for the casino positions, the jobs available in Orange County are very similar to food service, accommodation and recreation jobs offered by many employers in the hospitality sector throughout the region. Brown and Monroe Counties, in particular, also regularly have openings in many of these same jobs.

Wages in the hospitality industry range from low pay to high pay depending upon the specific position. For example, Benchmark plans to hire 541 hourly positions for the French Lick Resort. While 375 of these positions pay below \$25,000 per year, the remaining 166 positions pay above \$25,000 per year. Of these 166 positions, 77 pay between \$30,000 and \$41,000 per year. In addition, 76 salaried positions will be available at the resort. These jobs range in pay from \$27,000 to \$180,000, with 22 of these jobs paying more than \$40,000. The casino will have 539 hourly positions with 75 of these jobs paying above \$30,000 per year. The salaried positions at the casino will range from \$27,000 per year to \$180,000. Of the 78 salaried positions, 39 jobs will pay above \$36,000 per year. While some of the resort and casino jobs pay as low as \$14,500 per year, these workers often make very generous tips that are not included in the wage data. Some companies within the hospitality industry, such as Benchmark, also offer workers a very generous benefit package including medical, dental, vision and life insurance, disability, vacation and holiday pay, 401k with employer match and educational assistance.

In recent years, the U.S. hospitality industry has changed quite dramatically, becoming highly professional, very service oriented and efficiency driven. Information obtained from interviews and Roundtables, indicates that while the long term outlook looks promising for Region 8, rapid ramp up in Orange County is particularly critical over the next 2 -3 years. Workers, by and large, are not well prepared for the many service jobs coming their way. In many respects, attitudes to work and work style have been developed in a manufacturing and agricultural context. The workforce challenge, certainly for Orange and surrounding counties, is to reorient workers to work style and customer service competencies required in a highly people-centered industry. In addition, specific technical skills are required for all occupational levels, ranging from computer skills to financial management and planning.

Fortunately, the region has many of the educational building blocks appropriate for ramp up in occupational/skill development for this industry. Facilities and faculty are in place. There is a Bachelor's degree in tourism management at Indiana University and Associate's programs in both culinary arts and hospitality at Vincennes University. Ivy Tech has developed a Five-Star customized, non-credit intensive management certification process that is currently being used by the casino and resort. Ivy Tech Bloomington also anticipates state approval to begin offering an Associate's degree in

hospitality administration in the fall of 2006. The Hoosier Hills Career Center has a culinary Arts certification program. Some high schools are modifying curricula to encourage more career-directed preparation, including hospitality and service industries, e.g. Owen Valley School's career academies. What is missing is a "glue" - education / training / experiential learning offerings focused on customer service skills and core hospitality industry competitiveness - the hands-on stuff not covered in academic programs.

The Solution

Goal

In order to ready Region 8 for a major travel destination growth strategy, both current and prospective workers must be prepared with higher levels of customer service and core competencies in the hospitality industry so that all workers in the industry are equipped with the best, improved practices of customer service.

- Provide customer service skills workshops / boot camps to 200 workers/year for the next 2 years.
- Provide Ivy Tech "Five Star" training to 1200 workers over the next 2 years.
- Provide Management / Supervision training for 40 workers over the next 2 years.
- Provide 6 associate degree / degree scholarships per year to post-secondary training institutions.
- Provide customer service training in every high school choosing to participate. This also serves as an introduction to the hospitality industry and an opportunity to promote career awareness.
- Provide instruction to teachers and career counselors on customer service and the hospitality industry in an effort to enhance awareness of careers in this industry.

Core Strategy

This SSI strategic response is to create a Customer Service Academy designed to strengthen customer service skills and attitudes across the region at all occupational levels and for all age groups focused primarily on the hospitality industry but available to other service industries. The Academy will be governed by a consortium of key employers, educational providers, and non-profit development organizations, including Convention and Visitors Bureaus. The prime function of the Academy is to offer intensive workshops / boot camps for current and prospective employees, interns and temporary summer workers. It is anticipated that these opportunities will also be made available to learners from other parts of the state. The Academy will stress both service

techniques, such as communication styles, personal work habits and productivity skills such as computer and IT techniques.

The Academy will operate virtually using current facilities for its training / learning events. Most importantly, the Academy will focus on core attitudinal changes appropriate to this emerging growth industry in the region. Workers will participate in motivational seminars, workshops and role plays. We envision Academy events being offered in actual hospitality settings, such as in existing resorts and hotels, or at Learning Centers in Brown, Lawrence, Orange, Martin and Greene Counties. Some of the training might be offered on traditional post-secondary educational campuses.

Line of Sight Analysis

| Shortages | Root Causes | Solutions |
|--|--|---------------------------|
| Basic “five star” skills apply to all estimated 16,500 workers; 3300 workers particularly in need of skills upgrade. | <ul style="list-style-type: none"> • Pipeline Issues, Career Awareness • Recruitment & Retention • Wages & Benefits | Customer Service Training |

Customer service training is core to improving both the pipeline and career awareness. It is also essential for recruitment and retention, given that many applicants will not have had prior work experience in the hospitality industry. Customer service training is a unique way to address shortages in labor supply.

Customer skill shortfalls among all successful applicants at the Casino and Resort will be addressed in 2 years, (i.e. approximately 1200 new employees). Four hundred workers will experience some form of skills up grade (through boot camps) and approximately 20% of high school juniors and seniors in the region will be exposed to customer service principles and practices.

Potential to Address Short and Long-Term Shortages

While this effort is focused on the immediate pressures to ramp-up talent for the French Lick and West Baden Resorts, customer service will be a “core quality” of the Region’s workforce if it is to sustain long term growth as a “five star” destination. Consequently the Academy is being proposed as a long term solution. The sustained efforts over the next 2 years will serve to establish the Academy for years to come.

Regional Impact

The Academy model proposed is designed as a virtual region-wide intermediary, helping workers get better skills and employers get more productivity. Programs, boot camps, etc. will be offered whenever appropriate, region-wide. Early efforts will focus in the Orange County vicinity, but that is merely a jump off point.

Statewide Impact

After Academy programs have been successfully established and provided to workers in Region 8, it is intended to offer these training programs to the rest of the state. Revenues generated will increase the long-term viability of the Academy. The Academy will become recognized statewide as a quality provider of customer service training. This “hands-on” approach will create a unique opportunity for workers to learn these skills while simultaneously experiencing the environment of hospitality jobs rather than in a traditional classroom. After its early years of focusing on hospitality, it could also branch into such clusters as retail, insurance, healthcare and even manufacturing.

Action Plan

Step 1 Academy Coordinator - - Summer 2006

The South Central Region 8 Workforce Board will competitively bid out for an Academy Coordinator to manage the Academy activities for the first 2 years. Likely bidders might be a CVB, Chamber of Commerce, or Economic Development Coalition.

Lead: Regional Workforce Board (RWB)

Expected Outcome: Professional direction for the Academy; regular progress reports and performance monitoring to the RWB.

Step 2 Academy Board and Career Ladder Mapping - - Summer, 2006

The purpose of the Academy Board is to explore and select appropriate curricula and training methods, to adopt industry agreed-upon credentials and to motivate the traditional hospitality industry in the region to the prospects of a “Five Star” destination.

This board will build collaborative networks between educators across all institutions and the Academy will enable connections between the education and training offerings already in place, ensuring transferable learning, articulation, shared use of facilities, training material, etc. The Academy Board will also map out career ladders for the industry.

Lead: The Academy Coordinator

Expected Outcome: Career Ladders will be mapped out and widely communicated to better acquaint workers with opportunities in the industry. Agreed upon credentials will be identified and widely used in hiring and promotions by employers.

Step 3 Hospitality Strategic Plan for the Region - - Fall 2006 – Spring 2007

It is important to ensure that the proposed Academy is closely linked to a broad-based regional growth strategy for the hospitality industry. At present, no region-wide vision and collaborative strategy is yet in place. Clearly, for the region to become a first rate travel destination in the United States, it will require a high degree of coordination and creativity between both traditional travel and tourism organizations, the new resort and casino, and local economic development organizations. A region-wide strategic plan is a must.

Lead: Regional Workforce Board in collaboration with the Academy Coordinator and a Contracted Strategic Planning Consultant

Expected Outcome: The region's first comprehensive hospitality growth plan. Few regions in the state of Indiana have well developed hospitality growth plans. This will serve as a guide not only to the region but to other parts of the state.

Step 4 “Boot Camps” and Workshop Training - - Spring & Fall of each year.

For incumbent and prospective workers, intensive 2 – 3 day “boot camps” will be held to improve customer service skills and awareness of careers in hospitality. These boot camps will be focused upon all age groups including youth, adults, and the Region's aging workers.

After one year of ‘learning curve,’ these boot camps / workshops might be arranged in such a way as to lead to an industry-recognized certification. In such case, the Academy Board will work closely with such national industry groups as the Educational Institute of the American Hotel & Lodging Association.

Boot Camps / workshops will be available for teachers and school counselors as “train the trainer” programs. This will provide teachers and counselors with an opportunity to become more informed about careers in the hospitality industry and the expectations of employers in this service oriented business.

Lead: The Academy Coordinator

Expected Outcome: A wide-spread enthusiasm and commitment to providing quality service among workers in the industry which rubs off onto visitors. This is difficult to measure but visitors know quality when they see it and it will be measured by regular customer satisfaction surveys.

Step 5 “Five Star” Customer Service Training - - Summer 2006 – Summer 2008

For workers at five star facilities, an eight day intensive training will be made available.

5-Star Certification Ivy Tech Community College

The 5-Star Certification is a series of 9 noncredit courses for a total of 62 contact hours. This is a customized program being delivered to 330 existing employees Benchmark Hospitality at French Lick Springs. This program has wider application to new hires and beyond to any employer seeking to improve customer service.

This customer service program is designed to engage the community and elevate their skills for both personal and professional success. The training engages participants in discussion about values, individual differences and the reasons they exist. This awareness of diversity launches discussion into behavioral styles, assumptions and perceptions, reactions, tolerance and intolerance. The active learning component throughout the 5-Star Certification program keeps students engaged and involved.

Traits emphasized throughout the 5-Star program include: integrity, trustworthiness, attitude, cooperation, reliability, flexibility and adaptability, self-discipline, motivation, assertiveness, and respect. These are discussed throughout the program to move participants' skills beyond an “awareness” level and into a “practice” level.

The 5-Star program instills critical thinking skills throughout, and participants have many opportunities to practice including role plays, group discussion, personal profiles, and scenarios where they must determine the best course of action and then defend it.

The 5-Star Certification also helps employees understand the importance of personal financial planning and avoiding risky behavior. Since the hospitality industry can be one of financial unpredictability with tips, it is important that employees understand the importance of planning - to their personal success. The final soft skills course helps participants recognize stress, and ways to deal with it.

Because the new resort will be high-tech, the 5-Star Certification includes 4 hours of basic computer training for every employee. This training will help them understand Windows and navigation and is designed to make employees at every level comfortable with the new technology as it is rolled out to every area of the revitalized resort.

Lead: Academy Coordinator

Expected Outcome: 1200 adult workers with basic customer service training / manners / etiquette appropriate for a five star destination.

Step 6: Management and Supervisor Training - - Fall 2006 – Summer 2008

In addition to basic Boot Camps and Five Star training, this grant will support supervisor and middle level manager training. This training will be industry recognized leading to appropriate credentials, possibly with transfer credit to an Associate's or Bachelor's degree.

Lead: Academy Coordinator

Expected Outcome: Over time, a well prepared core of local managers and supervisors will be available to work in the industry. It anticipated that 20 workers will be trained per year.

Step 7 Career Awareness - - Begin Fall 2006

Generic customer service training workshops will be offered in high schools (applied to all kinds of employment settings). At these workshops, students will be introduced to opportunities in the hospitality industry. Efforts will also be made to expand current hospitality industry participation in Reality Stores in the region's high schools.

Lead: Academy Coordinator

Expected Outcome: Regular contact with school counselors, practical training for juniors and seniors, as appropriate, in customer service.

Step 8 Intern-net and Hospitality Scholarships. - - Begin Fall 2006

Establish an intern-net available for wide use to ensure students, both inside and outside the region, can locate appropriate placement opportunities with local employers. This would serve as an on-line information source of hospitality related opportunities located within the region and would be accessible not only to students in Region 8, but to students world wide that have an interest in internships and job opportunities in South Central Indiana. In addition, 6 academic program scholarships (Associate or Baccalaureate) would be offered each year.

Lead: Academy Coordinator and Intern-net contractor.

Expected Outcome: It is anticipated that this initiative will create closer ties between academic programs, students, and employers in the hospitality industry.

Reallocation / Leverages of Existing Public or Private Resources

Ivy Tech is currently working closely with the Casino and Resort in preparing a number of workers for new job opportunities. The French Lick Resort and Casino is also committed to preparing existing and future workers with basic “five star” training. The Resort has already undertaken 10 Work Keys profiles and more are anticipated.

In addition, the Office of Tourism, Lt. Governor’s Office is willing to provide staff expertise to assist the Region in pursuing a successful regional tourism strategy.

Funding Request

Total Cost Structure for the Initiative

| | Year 1 | Year 2 |
|--|------------------|------------------|
| Step 1. Academy Coordinator | \$50,000 | \$50,000 |
| Step 2. Consultant for Career Ladder Mapping | \$35,000 | |
| Step 3. Strategic Planning Consultant & Plan Preparation | \$25,000 | |
| Step 4. Boot Camps 400 workers over 2 yrs. | \$35,000 | \$35,000 |
| Step 5. "Five Star" training tuition 1200 workers over 2 yrs. | \$125,000 | \$115,000 |
| Step 6. Management & Supervisor Training, 40 workers | \$50,000 | \$50,000 |
| Step 7. Career Awareness <ul style="list-style-type: none"> ○ School outreach ○ Customer service training in schools | \$65,000 | \$65,000 |
| Step 8. Intern-net & Scholarships <ul style="list-style-type: none"> ○ Intern-net ○ Scholarships | \$75,000 | \$85,000 |
| Total SSI Funds Requested | \$460,000 | \$400,000 |

Anticipated Matching Funds

| | Year 1 | Year 2 |
|---|----------------------|----------------------|
| Fees for Training <ul style="list-style-type: none"> ○ Boot Camps 200 x \$40 per person ○ Five Star Training 1200 x \$450 | \$8,000 \$270,000 | \$8,000 \$270,000 |
| Matching funds from CVBs and Private companies for <ul style="list-style-type: none"> ○ Strategic Planning – corporate contributions ○ Intern-net – Chamber of Commerce ○ Scholarships – corporate fund raiser | \$100,000 | \$100,000 |
| Total Anticipated Match | \$378,000 | \$378,000 |

Sustainability

The Academy concept is bold and long term. The initial high demand for Five Star training to be provided in the next 2 years likely will moderate as the Casino and Resort get up and running, but the needs for enhanced customer service skills will be ongoing due to an industry with a relatively high turnover. It is intended for the Convention and

Visitors Bureaus and Community Learning Centers to become embedded with Academy programs. Fees charged to participants of the Academy will generate some revenue. Opportunities for public-private partnerships are also likely to emerge.

So What? Why is this important?

Region 8 seeks to become a five star travel and entertainment destination extending appeal and variety with the new casino and resort as well as many other dining, lodging and recreation opportunities. To accomplish this vision requires a very different and improved workforce. The Hospitality Academy is not only a way to accomplish this but a way to serve the rest of the state by providing high quality credentialed workers for this and related industries.

Professional, Scientific & Technical Services:

Solution: Ramp Up Project Lead the Way

Justification for Solution

The participants in the Professional, Scientific and Technical (PST) Roundtable spoke highly of project Lead the Way as a way to enrich the curriculum and learning experiences for high school students in engineering and technical fields. Project Lead the Way has made great strides in recent years in select schools across the state. Its focus is on a pre-engineering curriculum with exposure to the principles of engineering technology, engineering design and hands-on project learning. The PST participants believe that this exposure to pre-engineering would encourage more students to enter this career field. After graduating, they believe those from the area are more likely to return.

Project Lead the Way is one of a number endeavors based on the principles of experiential learning and project-based learning being introduced to high schools in the region. These methods of learning are returning to schools because, today's young people are active learners. To some degree there is a disconnect between today's teachers, educated in a passive learning environment, and requirements for active learning by the next generation. Consequently, specific curriculum design and learning experiences help educators change methods and the style to fit with the contemporary student. One important feature of Project Lead the Way is the detail given to preparing teachers. This adds to costs but achieves impact.

Some local businesses have become very active in supporting the equipment and laboratories necessary for Project Lead the Way. It is not cheap to begin with, much more funding would be required, but at least some corporate matching funds are available. A brief description of Project Lead the Way is presented in the box below. Regional high schools and Area Vocational Schools already part of the PLTW Network are:

- Owen Valley High School
- Bloomington High School, North
- Bloomington High School, South
- Hoosier Hills Career Center
- North Lawrence Area Vocational Technical Center
- Orleans Junior – Senior High School
- Linton-Stockton High School
- Bloomfield High School

Project Lead the Way

PLTW has developed a four year sequence of courses which, when combined with college preparatory mathematics and science courses in high school, introduces students to the scope, rigor and discipline of engineering and engineering technology prior to entering college. The courses are:

- Introduction to Engineering Design
- Digital Electronics
- Principles of Engineering
- Computer Integrated Manufacturing
- Civil Engineering and Architecture
- Biotechnical Engineering (in development)
- Aerospace Engineering (in development)
- Engineering Design and Development

Introduction at this level will attract more students to engineering, and will allow students, while still in high school, to determine if engineering is the career they desire. Students participating in PLTW courses are better prepared for college engineering programs and more likely to be successful, thus reducing the attrition rate in these college programs, which currently exceeds 50% nationally.

A critical component of the Project Lead The Way program is its comprehensive teacher training model. The curriculum these teachers are required to teach utilizes cutting edge technology and software requiring specialized training. Ongoing training supports the teachers as they implement the program and provides for continuous improvement of skills.

Understanding that another key to success is awareness, PLTW makes a concerted effort to inform school counselors through counselor conferences, brochures and videotapes about the benefits of the program, as well as the wide array of technology jobs and careers available to students who enter the field upon graduation from high school and college.

In addition, PLTW has developed an exciting Middle School Technology Curriculum: Gateway To Technology. This project-based, cutting edge curriculum is 40 weeks in length and is divided into four 10-week units from the following: Design and Modeling; The Magic of Electrons; The Science of Technology; Automation and Robotics; three new units in development: Environmental Engineering, Energy and the Environment, and Aerospace Engineering. Designed for all students, the units address national standards in math, science and technology. One of the goals is to increase interest and awareness of female and minority students in technology and related careers. Gateway To Technology will also encourage increasing numbers of students to elect the high school program.

The Solution

Goal and Estimation of Contribution to Shortages

Project Lead the Way enrollments will increase in the next two years by adding four high schools in the 2007-2008 school year. Discussions with the identified schools would begin during the 2006-2007 school year to allow sufficient planning time prior to implementation. Currently 6 high schools and 2 area vocational schools / career centers are already participating in Project Lead the Way.

Core Strategy

Don't reinvent the wheel. This initiative will take advantage of a program that is proving to be effective and accelerate and expand its application. At the same time, it is important for prospective engineering students to have the internship opportunities and mentors to help them become more informed about engineering and technology jobs in the region.

Line of Sight Analysis

| Shortages (next 7 years) | → | Root Causes | → | Solutions |
|---|---|---|---|------------------------------|
| <ul style="list-style-type: none">• 418 Electrical and Electronic Engineering Technicians• Related: Optical Engineers; Physicists and Mathematicians | | <ul style="list-style-type: none">• Lack of Training /Education Options• Pipeline Issues• Leakage | | Ramp-up Project Lead the Way |

Potential to address Short and Long Term Shortages

This solution focuses on long term strategies. It will not impact shortages in the next 2 years. Participants in the Roundtable believed this to be the best use of public funds since they expect shortages to be increasing as early retirements occur.

Regional Impact

This initiative has major regional impact and that is one of the reasons Roundtable participants were very interested in it. Basically, if Project Lead the Way were in every high school and area vocational school, the Region would at least have a chance to produce its own strong pipeline of applicants to engineering and engineering technician programs.

Statewide Impact

To date Project Lead the Way has been gaining momentum largely by word of mouth. Purdue Statewide Technology and other groups have a somewhat organized approach, but the effort to target a region with support infrastructures such as laboratories, market information, and mentoring would be new and useful for other regions to learn from. Early efforts in Region 8 might be a forerunner to a statewide initiative.

Action Plan

Step 1 Selection of Initiative Coordinator - - Fall 2006

The Regional Workforce Board will let out for competitive bid the day-to-day oversight and coordination of the initiative.

Lead: Regional Workforce Board.

Expected Outcome: Good professional management to make sure project goes as planned; performance monitoring and regular progress reports to the Regional Board.

Step 2 Steering Committee - - Fall 2006

A Steering Committee will be formed comprised of individuals representing Indiana Department of Education, High School Science / Math Departments, Area Vocational Schools, Purdue Statewide Technology, Ivy Tech, representatives from the business community, representative(s) from the defense contractors and the Naval Surface Warfare Center at Crane, and educators. Crane Technology Inc. (CTI) might serve as the committee host.

Lead: Initiative Coordinator.

Expected Outcome: Much tighter linkages between local technology firms, post-secondary institutions and high school / area vocational schools.

Step 3 Career and Job Awareness - - Begin Fall 2006

Provide information to students enrolled in Project Lead the Way on employers who hire scientists, engineers and engineering technicians in the region. Students will be provided quarterly summaries of jobs available in science, engineering technology and related technical fields.

Lead: Work One Office in Collaboration with labor market support to the Regional Workforce Board.

Expected Outcome: Much improved real-time information on the engineering / engineering technician labor market.

Step 4 Mentor and Internship Program - - Begin Fall 2006

A mentoring program between students enrolled in Project Lead the Way and local engineers and engineering technicians will be established. In particular, efforts will be made to establish a network of semi-retired or retired engineers / technicians who wish to remain active by taking an interest in students in the region. Mentoring would be a feature of Project Lead the Way in Region 8. As identified in earlier reports and Roundtables, a significant number of engineers and engineering technicians will be taking retirement / early retirement, especially from Crane. CTI intends to make a major effort to engage this senior talent in new ventures, entrepreneurship and the like. A logical fit exists to link them up with budding young engineering students. Internship opportunities at companies who hire scientists, engineers, and engineering technicians will also be facilitated and encouraged.

Lead: Crane Technology, Inc

Expected Outcome: This will be a first step in creating a more effective “work life extension program” for local engineers and technicians, nearing retirement. The extension of their involvement will be critical in retaining technical talent in the region. Every Project Lead the Way student will be assigned to a local engineer or engineering technician.

Step 5 Success to Date - - Fall/Winter 2006

Document lessons learned from the implementation of Project Lead the Way in the nation, state and region to date. Write up case studies and draw upon the knowledge of Purdue Statewide Technology and Indiana Department of Education.

Lead: Initiative Coordinator

Expected Outcome: Reliable points of reference to help participating school avoid other’s mistakes and ensure smooth start-up.

Step 6 Next Candidates - - Winter 2006 – Spring 2007

Competitive bids will be sought from high schools who desire to participate. Each high school would submit an implementation plan and high school / local match of \$25,000 per year.

Lead: Initiative Coordinator

Expected Outcome: Candidate list of 4-5 high schools eager to begin participating during the 2007-2008 school year.

Step 7 Program Start-up - - Spring 2007

Begin implementation with selected schools in September 2007. Purchase necessary equipment and software; adapt teaching laboratories; and train teachers.

Lead: Initiative Coordinator.

Expected Outcome: Successful start-up and creation of networks between all participating schools.

Funding Request

Budget

| | Year 1 | Year 2 |
|---|------------------|------------------|
| Step 1 Selection of Initiative Coordinator | \$50,000 | \$50,000 |
| Step 3 Career and Job Awareness | \$30,000 | \$25,000 |
| Step 4 Mentor and Internship Program Mentor coordinator and related costs | \$50,000 | \$50,000 |
| Step 7 Program Start-up Implementation Planning with schools in 2006 4 Schools implement in 2007 Basic Equipment & Software yr 1 plus teacher training and follow up | \$10,000 | \$380,000 |
| Total SSI Funds Requested | \$140,000 | \$505,000 |

Anticipated Matching Funds

| | Year 1 | Year 2 |
|--|------------------|------------------|
| High School Match (\$25,000 per year) | \$0 | \$100,000 |
| Corporate Start-up (\$75,000 per school) | \$150,000 | \$150,000 |
| | | |
| Total Anticipated Match | \$150,000 | \$250,000 |

Sustainability

The most important players in sustaining Project Lead the Way are committed schools, active engineering professional associations and generous corporate supporters. The intent of this accelerated 2 year effort under SSI is to motivate awareness, enthusiasm and support within those three groups. This exists somewhat today with active

engagement by such corporations as Boston Scientific, but extended support can be forthcoming with further involvement over the next 2 years.

So What! Why is This Important?

The interviews in Phase 2, Root Causes, and discussions at the Solutions Roundtables reaffirmed the threat the region faces regarding supply of professionals in engineering, the sciences, and engineering technicians. This is exacerbated by the age distribution of the current technical workforce in the region. The region experienced significant influx of scientists, engineers and technicians around the time of the Sputnik era. This was a time when higher percentages of students entered the field of science because of the Sputnik challenge. Now science, engineering and technology enrollments are in the doldrums nationwide. The federal government is beginning to respond to an emerging “crisis” in science, technology and engineering education with new programs such as those announced in the President’s State of the Union address. However, each state / region must find its own solution, since there is no clear state or national policy regarding science, technology and engineering education. Project Lead the Way is a practical means to bring focus and lead to concrete action. If the region cannot improve its ability to recruit and retain engineering technicians and engineers, it could well lose some of its emerging industrial advantage in defense-related industries and biotechnology.

Manufacturing:

Solutions:

Solution # 1: Transferable Credentials

Solution # 2: Biomanufacturing and Training Institute

Justification for Solution

Manufacturing has been chosen as a target industry, not because of job growth, rather because of job quality. Actual numbers of jobs in manufacturing may decline but the value-added of these industries to the region likely will increase, as proportionally more jobs are high skill / high pay in the biomedical and defense-related fields. In these industries, the quality of skills and technical expertise is changing quite dramatically as labor demand shifts from predominantly routine front line functions to automation assembly and middle-level technical functions. In addition to advanced technical skills, higher levels of “soft skills” are also required.

The region has considerable promise in “advanced or innovative manufacturing”, and specialty production - - unique and one of a kind. Per the initial analysis, demand is anticipated in frontline / team assemblers and in first line supervisors. The ability to find and retain assemblers and production workers who have the basic skills necessary to produce products in a quality and cost effective manner are very important to the success of local employers. First line supervisors are also important because they are responsible for organizing assembly team work, fostering good team work and multi-tasking. Their position is also the first step upward in the career ladder for those who want to move up in the organization. First line supervisors must possess a blend of hands-on skills, extensive experiential knowledge and a flare for getting along with people.

The region is well endowed with educational capacity to support both team assembly and the first line supervision. The region, however, lacks a common language centered around agreed upon credentials. This would enable employers to communicate the skills and smarts they require of new hires, and enable applicants to understand the expectations of employers. Work Keys is finding some application among manufacturers, but it is only one answer to skills credentials. With additional promotion and subsidy, increasing numbers of manufacturers may be willing to profile both jobs and workers, providing them the opportunity to identify skills shortfalls and take remedial action accordingly.

Increased career awareness and additional training capacity is also needed to establish a sufficient pipeline of workers to meet the needs in the emerging biomanufacturing jobs that are becoming increasingly important to the economy of EGR 8.

The Solutions

Goal

The broader purpose of this solution is improve wide-spread communication between manufacturing firms and to gain acceptance among manufacturers and educators of key credentials as a means of measuring worker capability, matching competencies with job specifications and advertising job requirements. The initiative also seeks to ensure that the design of training programs available to workers are employer driven and closely aligned with the needs of area employers in both traditional manufacturing and in biomanufacturing.

Core Strategy

A core strategy is to use Employer Learning Networks (ELNs) within communities and across communities to achieve more wide-spread industry consensus of the nature of skill and occupational shortages and the credentials commonly applicable. These ELNs will discuss common problems and solutions and will articulate their training needs to educational providers or possibly set up their own “Manufacturing Advancement / Competitiveness Centers.” One initiative of the grant will be to focus on skills training of assemblers and first line supervisors with a strong flavoring of “new” skills required in high precision, automated settings.

The Daviess County Economic Development Corporation (DCEDC) will take the lead on implementing this strategy and forming the Employer Learning Networks. With the support of local elected officials from Daviess County, the DCEDC has already begun efforts to form networks of local manufacturers and to establish an Advanced Manufacturing Center. Since considerable effort has already been put forth on these activities, this project seeks to build upon the momentum in Daviess County and the focus will be upon moving this initiative forward first in Daviess County. DCEDC staff will initially concentrate their efforts upon creating ELNs that will serve Daviess and the surrounding counties and later will work to assist other counties in the region to replicate practices that have proven successful.

This solution also recognizes that Region 8 is fortunate to have several types of manufacturing that contribute to the economic success of the region. Manufacturing in the southern part of the region tends to be of a more industrial nature, while biotech and medical manufacturing is growing in Monroe and Owen Counties. The initiative coordinator that will be procured for these solutions will be charged with the responsibility of working closely with the DCEDC staff to ensure that applicable promising practices are applied throughout the region.

In an effort to support the continued growth and development of biotech and medical manufacturing jobs in the region, the creation of the Indiana Biomanufacturing and Training Institute is also proposed. This initiative is further described in Initiative # 2 of the action plan in the following section.

Line of Sight Analysis

| Shortages → (next 2 years) | Root Causes → | Solutions |
|---|--|---|
| 234 Team Assemblers 18 First Line Supervisors of Production Workers | <ul style="list-style-type: none"> • Pipeline Issues, Career Awareness • Lack of Training Options and strategies • Non-Competitive Wages and Benefits | Transferable Credentials Biomanufacturing and Training Institute |
| (next 7 years) 694 Team Assemblers | | |

Potential to Address Short and Long Term Shortages

Many of the anticipated shortages will be due to replacements caused by high turnover and retirement. The short term credential training is aimed both at those filling these replacement openings and existing workers, expected in the ratio of approximately 50 : 50. Consequently with 100 training participants per year, approximately 50 per year will directly reduce the shortages projected above of 234 in 2 years and 694 in 7 years. Furthermore, by upgrading the skills of incumbent workers the turnover rate is expected to drop, resulting in fewer shortages. Exactly what indirect impact this will have on shortages is difficult to tell, but this solution is planned for high impact in this regard by first, ensuring that employers are in the drivers seat through ELNs and second, ensuring that the short term training covers new technical skills required by automated equipment, something without which incumbent workers feel inadequate and drop out.

These initiatives recognize the importance of rapidly upgrading today's shop floor skills, both technical and soft skills. In the first few years the focus will be better performance with the equipment and methods on hand. But the initiative also recognizes that the team assembler in 5 years will be an "automation craftsman" with lots of skill in working with robots, CNC machines, etc. By constantly keeping on track with employer needs through the ELNs and with technological change, this solution is intended to be embedded in the Region's training infrastructure for the long haul.

In anticipation of increased short term and long term needs for workers skilled in the biotech and medical manufacturing sectors, this solution also seeks to support continued growth in the biomanufacturing industry by funding the creation of a training institute to address the emerging workforce needs of area companies. The Institute will address the first two Root Causes which are Pipeline Issues/Career Awareness and Lack of Training Options. The solutions included as a part of Initiative #2 described later in this section will be targeted at those areas specifically. Transferable credentials and Employer Learning Networks (ELNs) were identified as solutions and the Indiana Biomanufacturing and Training Institute will address these solutions as part of our approach and request for assistance from DWD.

Action Plan

Initiative # 1 Transferable Credentials and Employer Learning Networks

Step 1 Initiative Coordinator - - Summer 2006

The Regional Workforce Board will let out to bid the day-to-day oversight and coordination of the initiative

Lead: Regional Workforce Board (RWB)

Expected Outcome: Good professional management to make sure project goes as planned; performance monitoring and reporting (on a quarterly basis).

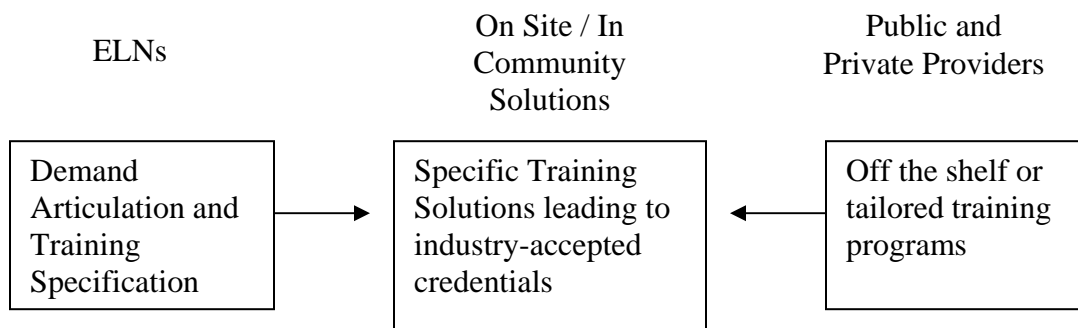
Step 2 Networking and Employer Learning Networks (ELNs)- - Fall 2006 - 2008

This initiative seeks to build an informal network among existing Chambers of Commerce and manufacturing associations in each county. Employers participating in the SSI project have indicated that the opportunity to network with their peers in the manufacturing sector provides valuable ideas and insight about ways to solve common problems. As such, efforts will be made to work in coordination with local Economic Development organizations throughout the region to establish or enhance manufacturers roundtables that meet regularly to discuss current issues that are important to the success of manufacturers in the region. Using these networks, employers will share information on the current state of industry efforts to define assembler skills and first line supervisor skills.

These networks will form the basis of the formation of Employer Learning Networks - - groups of like minded employers anxious to solve skills, credentials, and competency issues. When appropriate these ELNs will network with national skills credential organizations for standards, curricula, etc. Focus is on soft skills in addition to technical skills. Staff from the Daviess County Economic Development Corporation will take the lead in establishing ELNs in Daviess and surrounding counties and will work closely with the Initiative Coordinator who will be responsible for facilitating opportunities to replicate successes achieved by the DCEDC.

The Network Coordinator will serve as facilitator and convene the start-up phase of Employer Learning Networks, using such tools as PeerSpectives as a means to achieve group effectiveness. Roundtable discussions pointed to the need for small / mid-size firms, in particular, to network more effectively. ELNs are a key element of this solution. They have been missing in past efforts to address skills problems in manufacturing. Without a “demand articulation method” whereby

employers have a direct say in training requirements, such training tends to lose relevance and acceptance over time. ELNs will be in the driver's seat - - articulating needs, alerting training providers to new technologies and methods, actively drafting specifications for training and going out to bid to provide training. Bids will be open to all training providers. Some ELNs might develop and manage their own "advanced manufacturing training centers," while others might contract program by program or seek a turn-key provision involving a range of specified training programs. The basic model is demand driven and market-based.



Lead: Networking Coordinator

Expected Outcome: The evidence is compelling that a well organized program that fosters peer networks of CEOs and executives offers promise to energize members to solve work shortage problems and to jointly come up with creative solutions. Specific evidence will be the number of workers in training programs that are employer driven.

Communication channels across the Region will also be much improved and gradual consensus will be built around key credentials, like WorkKeys or other workplace assessments. Gradual acceptance of these credentials as the "common language" when hiring workers or training existing workers will occur. Concrete evidence will be indicated by the degree to which advertised jobs cite specific required skill credentials.

Step 3 Job Profiling - - Fall 2006

Current capability to undertake job profiling for WorkKeys or other related workplace skill assessments will be determined. This includes assessment of the availability of trained professionals to undertake job profiles and the capacity of WorkOne Centers to do worker skills assessments. From the Roundtables it is understood that the primary bottleneck is time and cost in job profiling.

Lead: Initiative Coordinator and Work One Center

Expected Outcome: Increase in number of jobs profiled and employers participating in job profiling.

Step 4 Basic and Soft Skills Training - - Begin Fall 2006

Participants in the Roundtables expressed concern that attitudes and hands-on skill levels as well as self-initiative are lacking in front line workers. This training will be based upon needs articulated by the ELNs and will be designed to improve both technical skills and soft skills. One hundred workers will be trained per year.

Lead: Initiative Coordinator

Expected Outcome: The first outcome will be improved skills of incumbent team assemblers. In other words, the initial impact is intended to be productivity improvement. As the training continues it will add more advanced assembler and first line supervisor skills in the areas of electronically controlled precision machinery and automation.

Step 5 Career Awareness About Manufacturing - - Begin Fall, 2006

Each phase of SSI confirmed how poorly jobs in manufacturing are understood in local communities and education / training institutions. This initiative focuses on career awareness among both educators and prospective workers. A manufacturing career coordinator will be hired to better package information about manufacturing employment. Workshops will be provided to School Counselors and school-site seminars for students will be offered regularly. In coordination with the Initiative Coordinator, the Daviess County Economic Development Corporation will take the lead on ensuring that career awareness information is packaged and will develop the on-site seminars that will be offered to students. The Initiative Coordinator will work closely with DCEDC staff to ensure that this information includes a variety of jobs including those in the biotech and medical manufacturing and that this information is made available throughout the region.

In addition, where ELNs are fully functioning, a supplemental quarterly survey will be introduced as part of the employer tracking of needs and trends. This survey will obtain information on job creation and job loss, new skills being required of workers, new kinds of certifications or programs necessary to implement employer's high performance strategies.

Lead: Initiative Coordinator

Expected Outcome for Career Awareness Activities: Both improved awareness of interesting and challenging jobs in manufacturing at all levels and a more positive image of manufacturing jobs. Evidence will be increased enrollments in manufacturing-related programs at Career

Centers and in the numbers of high school students taking a minor in manufacturing / applied technology.

Step 6 Craftsman and Technician Scholarships - - Fall 2006 and 2007

While this solution focuses on today's shortages of team assemblers, it recognizes the gradual transformation of the shop floor with automation and numerically controlled equipment. The future of manufacturing in the region will call for more "automation craftsman." and "automation technicians." Excellent educational programs in advanced manufacturing already exist in the region and additional training programs offered may be created or identified as well. This step enables more local talent to enter the field with a college scholarship. This particularly applies to new opportunities such as medical manufacturing technicians, where employers in the Region are contemplating how to increase course offerings to students in the region.

Lead: Initiative Coordinator

Expected Outcome: More local residents taking advanced manufacturing training programs, including those related to medical manufacturing.

Initiative # 2 Development of an Indiana Biomanufacturing and Training Institute - - 2006 – 2007

Biotechnology and life sciences are growth industries for Indiana, the United States and the globe. The industries are expanding at double digit rates, fueled by major advances in the speed of drug delivery based on genomics technology, rational drug design, and high throughput screening. Medical devices and diagnostics are becoming increasingly sophisticated and the manufacturing processes more complex. Additionally, the combination of drug and medical device combination products is bringing together science and engineering specialties unseen before producing vast collaborations with universities and industry. All in all, this environmental shift is changing the needs of our educational and workforce training programs.

Indiana is strongly positioned to benefit from rapid expansions in the drug, device and other life sciences industries, particularly in the biomanufacturing arena. Eli Lilly & Company, Baxter BioPharma Solutions, Pfizer, Cook Group, Boston Scientific, Zimmer, DePuy, Biomet, Roche Diagnostics and many others have all expanded in size, facilities and employment base over the past several years. Indiana's biomedical manufacturing employment base is over 120,000 and growing quickly. New product, service and contract manufacturing firms are launching their businesses in our region to compete for business in the drug, device and biotech industries. In the Bloomington region alone, major growth at

biomanufacturing companies like: Cook, Inc., Baxter BioPharma Solutions, and Boston Scientific have grown our local employment base over 4,500 jobs. New startups have entered the market including: Cook Pharmica LLC and BioConvergence LLC. Over 1,200 new jobs are expected in the next five years at our core area firms, and we will need a coordinated effort of industry, academia, economic development and government in order to meet this demand. These positions will be filled from a regional workforce pool that includes all EGR 8 counties and beyond.

A significant need and unique opportunity exists for a training program targeted at the biomanufacturing sector. The standardization and industrialization of biomanufacturing over the last 20 years now makes it possible to develop an effective, standardized curriculum. The opportunity for Indiana, and in a more focused fashion, the Bloomington/Monroe County region (EGR 8), is not only to serve its growing biopharmaceutical and medical device firms with the necessary workers for their expansions, but also to build the capability into a strength and core competency in the region and the State of Indiana. In doing so, a ready source of trained talent will attract additional biotechnology, pharmaceutical, medical device firms and support the existing employment base we have today. This will further fuel and strengthen the core competencies of our region, and allow us to compete with life sciences centers across the US and abroad. The bottom line will be continued growth of jobs and investment in our local, regional and statewide economy.

An Indiana Biomanufacturing and Training Institute is under development as an enabling investment for the growing biomedical industries in Bloomington, Monroe County, EGR 8 and the State of Indiana. This Institute will be governed by an advisory board of education (K-12 and higher education), workforce development, economic development, and life sciences industry professionals from across our region and the State of Indiana. It will serve life sciences firms with faculty from the biomedical industry and relevant educational institutions and include curriculum and training offerings requested by our life sciences companies. This will include, but not be limited to, basic skills offerings, soft skills training, and industry-specific training. Some life sciences specific examples include, but are not limited to, biomanufacturing principles, operations in drug and device manufacturing, and FDA regulated practices. The Institute will also be designed to allow for classroom/laboratory instruction, hands-on training on equipment/processes, and be open to all partners in our consortium.

Through our collaborations with our partners, the Institute will also develop real operating plant training conditions to ensure proper emphasis and exposure to small and large-scale biomanufacturing processes for students, existing employees that need training, recruits to existing companies, dislocated workers and others interested in careers at our life sciences firms. We will use all tools and technology necessary to reach our training goals including on-site training at life sciences companies, on-line training or distance learning for curriculum that is

best delivered via the web and/or CD/DVD programs. Labs will be developed and used to train on equipment and techniques that require clean environments and special infrastructure. All programs will be measurable and be accredited through certificates or other documentation. We will utilize the facilities and resources of all of our partners, where appropriate, in order to maximize our ability to train efficiently and with speed. WorkOne Centers will be primary partners, as we will be closely collaborating on skills development activities.

Proposed Solutions: Our application for the Manufacturing Solutions Phase of the SSI for EGR8 will allow us to significantly impact our emerging (K-12) workforce, our dislocated and/or entry-level workforce in Region 8, as well as our existing workforce for life sciences companies. Our project deliverables have been designed to show the complexity of training needs, off-the-shelf solutions and new ideas for programs that will be of immediate and long-term benefit to our current and future life sciences employers and how the Institute will take the lead role in the coordination of the training needs of our region.

There are many excellent training programs that already exist through the efforts of educational institutions and training programs across our region. It is our intention for the Indiana Biomanufacturing & Training Institute to become a recognized resource center for all curriculum and training resources available to our employers as well as serve as a portal of information for our communities, job seekers and policy officials. We will include all education and training providers that serve our region (Ivy Tech-Bloomington, Indiana University, Vincennes University, Purdue University and other academic and technical providers), and drive the development of life sciences training that is in demand of our life sciences industry partners through Employer Learning Networks (ELNs). We will align the training options available with marketing and awareness of careers in life sciences to illustrate career ladders desperately needed by students, parents, teachers, guidance counselors, administrators, career services officers and the general public. Fundamental tenants of the Institute will be to provide training programs that ensure *speed, convenience and low cost*. Our Solutions deliverables will be measurable and clearly explained through detailed budgets.

Solutions Include:

Step 1: Recruitment: Regional science events and career fairs

Events will be held to bring together community partners to provide an opportunity for job seekers to meet businesses with positions available.

Step 2: Assessment: Basic skills and industry assessments programs

Assessments for basic skills will be conducted in partnership with WorkOne for dislocated workers/unemployed workers. Employer specific assessments will be conducted for operator (team assembler) positions.

Step 3: Bio-training “Bootcamps” for incumbent workers and dislocated/entry-level workers

Fast-track “bootcamp” programs will be created for potential new employees and industry specific training will be made available for new and incumbent workers

Step 4: Regional Science Resource Center development

A K-12 science resource center will be developed for EGR 8 that will include a lending library and equipment loan program for schools. The center will also include professional development opportunities and use of equipment and lesson kits for bio-teaching projects.

Step 5: Professional Development programs for teachers

Parallel curriculum models will be developed to assist teachers (K-12) across EGR 8. Module training will be provided on the science curriculum in partnership with area life science companies.

Step 6: Institute facilities development for all activities

Facilities will be developed in partnership with Monroe County and Ivy Tech Community College Bloomington. The facility will include space and equipment, and it will house the science resource center. Additional development of laboratory and incubator space is anticipated.

Step 7: Institute staff support

Staff will be identified and hired to develop and manage the Institute programs for the first 2 years of operation.

Step 8: Marketing and Career Awareness programs

Materials and collateral for marketing and career awareness activities will be developed. Recruitment of job training candidates will be conducted and outreach activities will be provided throughout all 8 counties of the region.

Lead: Coordination of the Institute will be contracted to the Bloomington Economic Development Corporation. The BEDC will take the lead on implementing all the proposed steps and project activities. The BEDC will also collaborate with the Bloomington Life Sciences Partnership, the Life Sciences Human Capital Committee (of the BLSP) and a wonderful array of partner organizations, including (but not limited to): Ivy Tech Community College-Bloomington, Indiana University, Cook, Inc., Cook Pharmica LLC, BioCovergence LLC, Baxter BioPharma Solutions, Boston Scientific. Additionally, our regional partners will include economic development

officials, elected officials, chambers of commerce, the Regional Workforce Board, and others from our EGR 8 counties (Owen, Monroe, Lawrence, Brown, Daviess, Martin, Greene, and Orange).

Expected Outcome: We are focused on results! Our 2-year goals include career fairs and events to provide thousands of individuals with information on opportunities in life sciences, professional development for 250 science teachers, basic assessments for 1,500 people looking for jobs, and provide actual skills training for 1,000 incumbent and 1,000 dislocated and/or entry-level workers. The overall benefit will be a ready source of trained labor to fill the gap and be more stable and productive, saving time and effort to staff up biomanufacturing companies that already exist or that may enter the region through new startups or attraction efforts. Our goal is to get as many job seekers into training with speed, flexibility and at a low cost. If we reach our collective goals, the Institute will have provided a great service to the communities we serve, the life sciences companies we endear and the citizens that are interested in positions. It is an enabling investment in our communities throughout EGR 8, and we are pleased that the State of Indiana is joining with us in making this collaborative center a reality. Since no Institute of this kind exists in the State of Indiana, we anticipate a model that can be expanded or replicated in other communities with existing life sciences assets or those looking to build an economic development strategy to create an environment for life sciences activities.

Reallocation / Leveraging of Existing Public or Private Resources

Several Region 8 counties now have “Manufacturing Councils”. These groups of manufacturers are seeking ways to improve competitiveness together. In some cases, such as in Daviess County, they are along the way to establishing a “Manufacturing Advancement / Competitiveness Center.” Resources being allocated to these activities would be suitable match for the SSI solution.

For the Indiana Biomanufacturing and Training Institute, several sources of match have been identified including funds used to construct the facility that will house the institute and funds from private companies within the industry that are willing to support costs associated with the Institute.

Funding Requirements

Budget

| Initiative # 1 Transferable Credentials | Year 1 | Year 2 |
|--|--------------|--------------|
| Step 1 Contract with Initiative Coordinator | \$50,000 | \$50,000 |
| Step 2 Networking Start-ups and Networking Coordinator | \$45,000 | \$45,000 |
| Step 3 Job Profiling | \$80,000 | \$100,000 |
| Step 4 Basic and soft skills training 100 students | \$100,000 | \$100,000 |
| Step 5 Career Awareness | \$45,000 | \$20,000 |
| Step 6 Craftsman/Technician Scholarships 3/yr | \$30,000 | \$30,000 |
| Total Requested for Initiative # 1 | \$350,000 | \$345,000 |
| | | |
| Initiative # 2 Biomanufacturing and Training Institute | | |
| Step 1: Recruitment | \$52,500 | \$0 |
| Step 2: Assessment | \$37,500 | \$37,500 |
| Step 3: Bio-Training Bootcamps | \$ 539,500 | \$ 422,500 |
| Step 4: Science Center Development | \$36,000 | \$25,000 |
| Step 5: Profesional Development | \$100,000 | \$75,000 |
| Step 6: Institute Staff | \$170,000 | \$90,000 |
| Step 7: Marketing/Career Awareness | \$70,000 | \$20,000 |
| | | |
| Total Requested for Initiative # 2 | 1,005,500 | \$670,000 |
| Total SSI Funds Requested for Manufacturing | \$ 1,355,500 | \$ 1,015,000 |

Anticipated Matching Funds

| Initiative # 1 Transferrable Credentials | Year 1 | Year 2 |
|--|-------------|-------------|
| ELN Membership Fees | \$20,000 | \$20,000 |
| Job Profiling Employer Contribution | \$30,000 | \$30,000 |
| Basic and Soft Skills Training or scholarships: Employer Contribution / Local Match (including equipment) | \$175,000 | \$175,000 |
| | | |
| Total Match Initiative # 1 | \$225,000 | \$225,000 |
| | | |
| Initiative # 2 Biomanufacturing Institute | | |
| Match from companies for salaries of institute and science resource center staff, assessments, HIRE Biomanufacturing development costs, regional outreach, travel, website development, and marketing. | \$157,500 | \$207,500 |
| TIF funds from Monroe County for construction of facility | \$3,000,000 | \$2,000,000 |
| | | |
| Total Match Initiative # 2 | \$3,157,500 | \$2,207,500 |
| Total Anticipated Match | \$3,382,500 | \$2,432,500 |

Sustainability

Initiative # 1 Transferable Credentials: This region is fortunate to have a number of county-based “manufacturing councils”. These could form a solid core for future support, along with networks of manufacturing retirees. Over this 2 year project, every effort will be made to bring such interest groups to the table.

Initiative # 2 Indiana Biomanufacturing and Training Institute: EGR 8 has an abundance of manufacturing councils, economic development organizations, and a Life Sciences Human Capital Committee of the Bloomington Life Sciences Partnership, which already is designed to build a strategic plan for life sciences in Bloomington and Monroe County. All funds for the BLSP have come from private sector contributions, a small amount of public funding and grants for projects. We can expand our development of life sciences talent throughout EGR 8 through Employer Learning Networks (ELNs), activities of the Institute, and cooperation amongst our leaders in key communities. The Institute concept will enable us to create efficiencies in the delivery of training and educational programs for current and future job seekers in life sciences. We will reduce overlap amongst the training providers serving our region, targeting vast energy and resources towards the appropriate outcomes. It is our goal to make the Institute self-sustaining through fee-for-service models, keeping overhead to a minimum, and the

pursuit of grants from agencies and foundations where appropriate. Given our ability to bring education, economic development and workforce development resources together, we will provide a tremendous “bang for the buck” for our region and the State of Indiana.

So What? Why is This Important?

Manufacturing jobs remain critically important to this region. While they may stabilize in number or even decline, wage level and multiplier effect remain highly important to the region. In the case of Region 8, manufacturing establishments have always been fairly small, offering specialized products and support technical services. This trend will likely increase as advanced manufacturing in specialty defense and healthcare products increases. But manufacturing growth is no shoe-in. It depends increasingly on more effective networking among firms so as to generate continuously improved products and services using increasingly advanced skilled workers. Without a human capital strategy to complement Region 8's changing manufacturing competitiveness, future investments likely will go elsewhere.

V. Sustainability Measures & Evaluation

This package of solutions has a lot of moving parts, especially in the ramp-up time period of summer – fall 2006. Keeping track of programs and ensuring that project activities are implemented will be the responsibility of the South Central Region 8 Workforce Board and its Regional Operator. A more in-depth evaluation of the effectiveness of programs and the impact upon projected shortages will be offered as a project to a university graduate course in program evaluation. Preliminary inquiries indicate there are several such courses and professors that might collaborate on such an effort. A joint evaluation team made up of designees by the Regional Workforce Board, the class Professor, and select students will guide the work.

With student assistance, steps will be as follows:

1. Identify performance measures (program outcomes) and impact measures. Impact measures will be particularly difficult to measure since ultimately we want to know the degree to which shortages are reduced. The data used to determine shortages is not readily available in a timely fashion to match the 2 year intervention of this project. Students will come up with surrogate measures.
2. In addition to secondary sources of data, in collaboration with the class assignment, we will collect routine information from all participating businesses, students and trainers / educators in the various projects proposed.
3. In addition to collecting information from the various participants, a special effort will be made to survey sectors, industries, clusters of industries that could be

impacted. In this way, we will seek to better understand the indirect impact of the various programs.

4. Students will recommend the best methods of analysis of data collected, which will be reviewed and approved by the Evaluation Team.
5. Progress reports will be prepared on a quarterly basis. This is a very important feature of the evaluation method since regular progress provides feedback which, in turn, allows for modifications to implementation to achieve higher outcome and impact.

As soon as the grant is awarded, discussions will begin in earnest with the two or three professors already identified so that preparations can be made for the fall class.

Some of the data used will be from program reports but assembly and analysis of real-time data will be required. Funding for this work is contained in the Administrative line item of the budget.

VI. Letters Of Endorsement

Letters of support from a variety of public and private partners are included at the conclusion of this report.



F R E N C H L I C K S P R I N G S
R E S O R T & S P A

March 1, 2006

John Corcoran
Region 8 SSI Agent
417 S. Landmark Ave.
Bloomington, IN 47403

RE: Region 8 SSI Proposal for a Customer Service Academy

Dear John:

As you know, I have participated in several Region 8 SSI Consortia meetings and hospitality industry Roundtables. I have followed the development of thought with interest and thrown my two cents worth in here and there. I have become very enthusiastic about the Academy idea. It is a way to improve the overall quality of travel, tourism, entertainment and recreation in the Region. It will help the whole region become a five star destination.

To help make this happen, the Casino / Resort is willing to pledge the following:

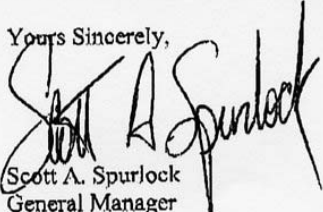
- Contract with Ivy Tech to train nearly 1100 employees in the Five Star Program. I understand that the cost to us will be approximately \$450 per trainee.
- Serve as a major sponsor / anchor for Academy boot camps in the 2006 - 2008 period. We are open to a number of ways to support this effort, such as through in-kind conferencing space and/or services. We want to see participants being able to attend from across the region at an affordable fee of around \$40 per day, per person for a 2 day boot camp / workshop.

In addition to the direct subsidy of our employees, our in-kind contributions to the Academy training, scholarships and strategic planning will be approximately \$50,000 per year retail value.

I look forward to working with you and the entire region on this exciting initiative. This is a very encouraging development for us. We will all win as a Region when we become a five star destination.

If there is any other way I can help move this forward, please don't hesitate to contact me directly.

Yours Sincerely,


Scott A. Spurlock
General Manager



Cook Group Incorporated
750 Daniels Way,
P.O. Box 1608
Bloomington, IN 47402-1608

Phone: 812 331-1025
Fax: 812-355-6777
www.cookgroup.com

February 28, 2006

John Corcoran
SCIWIB Director
417 S. Landmark Ave.
Bloomington, IN 47403

Dear John:

On behalf of Cook Group Incorporated, I would like to offer this letter of support for the Region 8 Strategic Skills Initiative Solutions Report.

The Cook Group companies and many other manufacturers in southern Indiana rely on the expertise of trained operators and first line supervisors to compete in the global medical device industry. We are expecting significant growth in needs for these positions in the next several years. We fully support the solutions recommendations in the Manufacturing area of the SSI proposal from Region 8. Additionally, with the formation and growth of Cook Pharmica LLC, we expect a large need for trained operators for biopharmaceutical manufacturing, and are interested in the development of the Biomanufacturing and Training Center concept, as it will serve many of our needs.

The proposed solutions to address skills shortages for SSI Region 8 are important initiatives for Bloomington, Monroe County, and the entire region. I believe that these programs will have both a short term and long term positive impact on the workforce which will allow the manufacturing industry, and more specifically, the life sciences industry to grow and prosper.

I look forward to working with you, the Workforce Board, and our Region 8 partners to implement these solutions and further enhance the life sciences manufacturing workforce.

Sincerely,

COOK GROUP INCORPORATED

Dan Peterson
Vice President Industry and Government Affairs

Boston Scientific

Spencer Facility
Boston Scientific Corporation
780 Brooks de Drive
Spencer, IN 47480
812.829.4877
www.bsci.com

Boston Scientific established a foundation in 2002 to help fund healthcare and educational initiatives in the communities where our employees live. Since that time, our local committee has supported three "Project Lead the Way" initiatives. Owen Valley High School received \$46,000 in 2003, Cloverdale High School received \$23,606 in 2004, and in 2005, we awarded Linton and Bloomfield High Schools a total of \$34,000. In the last three years, we have invested over \$103,000.00.

Our committee has been very impressed with the principles and early results of the PLTW curriculum. The materials and methods involve the students in project based learning activities which are both rigorous and relevant. We believe these elements are essential to help assure the ultimate success of the students.

While a portion of our motivation for supporting this program is altruistic, a significant component is also self-serving. Our facility in Spencer employs highly trained and experienced technical workers that we must recruit from all over the country. It is a continuing challenge to attract these individuals who have little knowledge of, or ties to, South-Central Indiana. While this is a long range plan, we believe PLTW will help encourage talented students to explore technical career opportunities, especially when they realize there are good jobs available in their own community.

Unfortunately, we can not be certain of the approval of future grant requests. However, we can assure you that those of us at Boston Scientific that are familiar with PLTW will continue our efforts to promote and support the program in a number of ways. We will gladly serve on advisory committees with schools as they explore the various PLTW program options. We are also committed to help them find and establish additional business partners within their communities.

Sincerely,

Darrell W. White



Training and Public Relations Coordinator

MAR - 1 2006

South Central Region 8 Workforce Board
450 Landmark Avenue P.O. 3000
Bloomington IN 4740-3000

February 28, 2006

Corcoran and Wishart, LLC.
417 South Landmark Avenue
Bloomington IN 47403

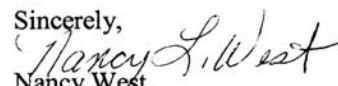
Mr. Corcoran:

South Central Region 8 Workforce Board (SCR8WB) members voted on February 21, 2006 in support of the Strategic Skills Initiative for Region 8 identifying the root causes and the Solutions Plan to address the workforce barriers within our newly formed regional area. We feel strongly that the Solutions report and recommendations for addressing the barriers is in the best interest of the citizens in our region.

SCR8WB is committed and in support of taking responsibility for overseeing the implementation of solutions to the skill shortages in our area. The solutions outlined in the report are fiscally sound and innovative first steps to begin a region wide commitment to address barriers to employment that this new region has identified.

Board members applaud the SSI Lead team and Consortium members for the in-depth study and research of barriers faced by business/industry and job seekers within the region, and the innovative and do-able plan on how to start the elimination of the barriers.

Thank-you and you have the boards continued support.

Sincerely,

Nancy West,
SCR8WB Chairman

David W. Abel
Mayor



Municipal Bldg.
200 Harned Ave.
Washington, IN 47501
(812) 254-5575
Fax (812) 254-8223

City of Washington

February 27, 2006

John Corcoran
417 South Landmark Avenue
Bloomington, Indiana 47403

Dear Mr. Corcoran:

Our community is very excited with the opportunity to partner with the Strategic Skills Initiative. Providing a forward reaching training program that addresses the workforce needs of tomorrow I am anticipating full support of the City as well as the County. A regional skills enhancement and training center being established is one of my top priorities. With the support of SSI of at least \$250,000 in each of the first two years I would anticipate this initiative to be fully funded for a period of 5 years. This is a project that will be driven locally with constant inputs from the private sector. We believe we can create a model that can serve up to 6 counties in the region and could be replicated throughout the state. Program and training expenses for this project could exceed \$1 million. If I were to include facility and equipment it will exceed \$1.5 million over 5 years.

Thank you for your consideration on this very important project.

Sincerely,

David W. Abel, Mayor
City of Washington, Indiana



**Bloomington
Hospital**

P.O. Box 1149, Bloomington, IN 47402
t 812.353.6821 bhhs.org

March 1, 2006

To Whom It May Concern:

Bloomington Hospital would like to submit this letter in support of the Region 8 Workforce Board's Solutions Report and request for funding to the Indiana Department of Workforce Development for the Strategic Skills Initiative (SSI).

There is a major shortage of nurses, respiratory therapists and many other healthcare specialties in Region 8 and across the State of Indiana. Bloomington Hospital would like to see investment made through the SSI to enhance the effectiveness of education in nursing and respiratory therapy programs and help promote career awareness in these areas.

Bloomington Hospital is committing substantial resources to support the education and training of nurses and respiratory therapists in the clinical setting. We intend to continue to provide staff support and space to clinical students to enhance their clinical skills in an effort to increase the pipeline of qualified nurses and respiratory therapists. In support of the Strategic Skills Initiative investments projected for our area over the 2 years of the SSI grants, our investments will include:

1. Continuation of In-kind support in first 2 years of the SSI grants (e. g. instructors, support of part-time faculty, staff time, providing space)
2. An ongoing operating budget for these activities after 2 years.

The combined efforts of Bloomington Hospital (and other healthcare employers), Ivy Tech, Indiana University and other area educational institutions should assist in growing the nursing supply pipeline and decrease our shortage situation. The SSI investments will immediately impact our ability to deliver the human capital necessary for Region 8.

We are excited that the proposed Region 8 Solutions Report includes specific solutions to immediate and future skills shortages in nursing and other healthcare careers and look forward to partnering to improve the number of quality graduates for healthcare providers in our region.

Sincerely,

Ruth Ann Morris,
VP of Patient Care Services, Chief Nurse Executive
Bloomington Hospital

Steven D. Deckard
VP, Human Resources

Advancing Medicine Enhancing Health

MAR - 2 2006



Office of the Chancellor

March 1, 2006

John Corcoran
Region 8 SSI Agent
417 S. Landmark Ave.
Bloomington, IN 47403

RE: SSI Solutions and Proposal to Department of Workforce Development

Dear John:

As you know, through Consortia and Roundtable deliberations, Ivy Tech has become quite familiar with the preparation of the SSI proposal. We appreciate the opportunity for Brenda McLane to participate. As I review the final draft, there are a number of ways Ivy Tech Community College-Bloomington stands ready to respond in the implementation phase:

- Equipping and day-to-day operations of the clinical simulation laboratory. We are working with IU to make this a real asset for the region and will be pursuing state funds to continue operations in 2008 after the DWD grant expires.
- Five Star training for new hires of the Casino / Resort. You are aware that we have begun this program for existing employees and are ready to ramp up efforts to cover all new employees over the next 12 - 18 months.
- Help with organizing and delivering boot camps for the proposed Customer Service Academy.
- Strengthening peer networks of manufacturers as Employer Learning Networks. You may know that Ivy Tech is expected to become host to the Bloomington SBDC on May 1, 2006. This will give us expanded opportunity to serve start-up businesses, growth companies and entrepreneurship in general. Reaching out to networks of manufacturers is particularly intriguing.
- Completing formal approval through the CHE for our new associate degree in hospitality administration planned for implementation in 2006-07.

As the initiative gets underway, I'm sure there will be other ways Ivy Tech can and will collaborate. It was nice to meet you at the recent Region 8 Workforce Board meeting in Bedford, and I very much look forward to helping make these good ideas happen.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'John Whikehart'.

John Whikehart
Chancellor

200 DANIELS WAY
BLOOMINGTON, INDIANA 47404-9772
812-330-6001
FAX 812-330-6200

Ivy Tech is an accredited, equal opportunity, affirmative action community college.



400 W. 7th St., Suite 101
Bloomington, IN 47404
Phone: 812.335.7346
Toll Free: 800.319.2983
Fax: 812.335.7348
Web Site: comparebloomington.org

Bloomington Economic Development Corporation

February 28, 2006

John Corcoran
SCIWIB Director
417 S. Landmark Ave.
Bloomington, IN 47403

Dear John:

Bloomington Economic Development Corporation is pleased to have been a part of the development of the Root Cause and Solutions Reports for the Region 8 Strategic Skills Initiative. We are excited about the collaboration and partnerships that have developed during this process and are reflected in the support letters for this Solutions Report.

Representatives of local and regional businesses have been very involved in this planning process and are excellent partners for economic development and workforce development initiatives. We look forward to the opportunity to continue to work together to address workforce skills shortages and to build career awareness. As you know, there are many exciting business development opportunities in Bloomington, Monroe County and Region 8 and none of them can be successful without an educated and well trained workforce.

I look forward to working with you, the Workforce Board, and our Region 8 partners to implement these solutions and to build a world class workforce.

Sincerely,

A handwritten signature in blue ink that reads "Linda Williamson".

Linda Williamson
President

bedc

INDIANA UNIVERSITY



March 2, 2006

SCHOOL OF NURSING
BLOOMINGTON

To Whom It May Concern:

Indiana University School of Nursing (IUSON), Bloomington campus, is submitting this letter in support of the Region 8 Workforce Board's Solutions Report and request for funding to the Indiana Department of Workforce Development for the Strategic Skills Initiative (SSI).

There is a shortage of nurses prepared at the baccalaureate and higher degree level and a critical shortage of nurse educators in Region 8 and across the State of Indiana. IUSON encourages investment through the SSI to enhance the effectiveness of education in nursing programs, to help promote career awareness in these areas, and to address the shortage of nursing faculty.

IUSON is committing resources to educate nurses for employment across the State of Indiana. Our efforts already seek to increase the number of qualified nurses, yet we need further resources in order to adequately educate the volume required over the next several years. In support of the Strategic Skills Initiative investments projected for our region over the 2 years of the SSI grants, our investments will include: in-kind support in the first 2 years of the SSI grants (faculty to serve on the Education Team, tech staff support, providing /finding space); and ongoing operating budget support after 2 years, beginning July 2008 approx. -i.e. for tech staff and maintenance.

The combined efforts of IUSON, other local educational programs, and our local healthcare employers will address both the nursing shortage and the faculty shortage. The SSI investments will impact the ability to deliver the human capital necessary for Region 8.

We are excited that the Region 8 Report will include specific solutions to immediate and future shortages of nurses and nursing educators, and look forward to partnering to improve the number of quality graduates for healthcare providers in our region.

Sincerely,

Joyce Splann Krothe DNS RN
Assistant Dean, Bloomington Campus

Sycamore Hall
1033 East Third Street
Bloomington, Indiana
47405-7005

812-855-1736
Fax: 812-855-6986

February 24, 2006

To Whom It May Concern:

Ivy Tech Community College-Bloomington would like to submit this letter in support of the Region 8 Workforce Board's Solutions Report and request for funding to the Indiana Department of Workforce Development for the Strategic Skills Initiative (SSI).

As you already know, there is a major shortage of nurses, respiratory therapists and many other healthcare specialties in Region 8 and across the state of Indiana. Ivy Tech Community College would like to see investment made through the SSI to enhance the effectiveness of education in nursing and respiratory therapy programs and help promote career awareness in these areas.

Ivy Tech Community College is committing substantial resources to educate and train nurses and respiratory therapists, and we intend to continue to lead our regional efforts to increase the pipeline of qualified nurses and respiratory therapists. In addition, we have committed to implementing other allied health programs that include Radiology Therapy and Health Information Technology. In support of the Strategic Skills Initiative investments projected for our region over the 2 years of the SSI grants, our investments include or will soon include the following:

1. The Bloomington campus is projected to spend \$1,079,230 per year to support programs for the Certified Nursing Assistant, Paramedic Science, Licensed Practical Nursing, and Registered Nursing. These amounts include instructors, supplies, instructional and lab space, as well as new investments in equipment.
2. The Ivy Tech Community College of Indiana, Bloomington campus has committed to the investment of \$134,000 to support the salaries and benefits for two instructors for the Respiratory Care program, as well as a minimum of \$60,000 for new equipment required to support this program.

200 DANIELS WAY
BLOOMINGTON, INDIANA 47404-9772
812-332-1559
FAX 812-330-6212

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3. The Ivy Tech Community College of Indiana, Bloomington campus has committed to the investment of \$150,000 to support the salaries and benefits for two instructors for the Radiology Therapy and Health Information Technology, as well as a minimum of \$100,000 for new equipment required to support these programs.
4. The campus has invested another \$596,000 directly for our Biotechnology program that has strengthened our overall science and mathematics courses that support our health care programs.
5. Our anticipated budget for 2008 and beyond for Certified Nursing Assistant, Paramedic Science, Licensed Practical Nursing, and Registered Nursing is \$1,218,051, in addition to \$217,279 to support curriculums in Radiology Therapy and Health Information Technology.

The combined efforts of Ivy Tech, other local educational programs, and our local healthcare employers will grow the nursing supply pipeline and decrease our shortage situation. The SSI investments will immediately impact our ability to deliver the human capital necessary for Region 8.

We are excited that the Region 8 Solutions Report will include specific solutions to immediate and future skills shortages in nursing and other healthcare careers, and look forward to partnering to improve the number of quality graduates for healthcare providers in our region.

Sincerely,



James O. Smith
Dean of Academic Affairs
Ivy Tech Community College of Indiana
Region 14

200 DANIELS WAY
BLOOMINGTON, INDIANA 47404-9772
812-332-1559
FAX 812-330-6212

Ivy Tech is an accredited, equal opportunity, affirmative action community college.



March 1, 2006

OFFICE OF
ACADEMIC AFFAIRS
AND DEAN OF
THE FACULTIES

John F. Corcoran
Region 8 Strategic Skills Initiative
417 S. Landmark Ave.
Bloomington, IN 47403

Dear Mr. Corcoran:

I am pleased to write this letter of support for Region 8's Strategic Skills Initiative proposal to the Indiana Department of Workforce Development. Indiana University is committed to advancing economic and workforce development within the state.

Bloomington Continuing Studies, in particular, already has partnerships with the local WorkOne office, including a state-of-the-art computer lab at WorkOne's Bloomington facility, which is used to teach computer courses and certificate programs as part of our local workforce development efforts.

I have shared this proposal with the chairs of the Tourism Management and Nursing programs, and both are enthusiastic about supporting the proposed activities. In addition, Bloomington Continuing Studies is strongly committed to supporting this proposal and developing programs to respond to its objectives, as well as to garnering support from other IU departments that can assist in furthering these critical workforce development activities.

Sincerely,

A handwritten signature in blue ink, appearing to read "Ronald White".

Ronald White
Director

DIVISION OF
EXTENDED PROGRAMS

BLOOMINGTON
CONTINUING STUDIES

Owen Hall 201
790 East Kirkwood Avenue
Bloomington, Indiana
47405-7101

812-855-5108
Fax: 812-856-5139

bloomingtonindiana

Convention & Visitors Bureau

February 28, 2006

John Corcoran
SCIWIB Director
417 S. Landmark Ave.
Bloomington, IN 47403

Dear John:

Please accept this letter as a sign of our support and enthusiasm for the Region 8 Strategic Skills Initiative Solutions Report.

I was pleased to participate in the focus group discussions on the hospitality industry. As you know, this industry is growing and changing and presenting new challenges for both the quantity and quality of the workforce. There are competencies and skills for workers engaged in customer service and we must do all that we can to identify education and training opportunities.

The proposed programs for career awareness and customer service training are important initiatives for Bloomington, Monroe County, and the entire region. I believe that these programs will have both a short term and long term positive impact on the workforce which will allow the hospitality industry to grow and the employees to prosper.

I look forward to working with you, the Workforce Board, and my counterparts in all of the Region 8 counties to implement these solutions and build a world class workforce for the hospitality industry.

Sincerely,



Valerie Pena
Executive Director

breakaway
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**INDIANA ECONOMIC
DEVELOPMENT CORPORATION**

March 1, 2006

John Corcoran
Region 8 SSI Agent
417 S. Landmark Ave.
Bloomington, IN 47403

RE: Your SSI Proposal to Ramp Up Peer Networks Among Manufacturers in Economic Growth Region 8.

Dear John:

I have reviewed the SSI Solutions Proposal with interest regarding the Manufacturing initiative. I very much like the connection between improved training programs/credentials, and expanded networks of manufacturers. I am convinced that one of the best ways to improve our economic prosperity is through small / mid-size companies learning from each other through peer networks. The proposal to do this as Employer Learning Networks, with a focus on frontline worker training, makes a lot of sense.

You may be aware of two things. First, the Indiana state-wide Small Business Development Center (SBDC) Network has purchased from the Edward Lowe Foundation the license agreement to use PeerSpectives at all SBDC centers in Indiana. The Bloomington SBDC is the most advanced with early pilots. Second, the new host of the Bloomington SBDC beginning May 1st will be Ivy Tech. This should bring about more connectivity between the traditional activities of SBDC and the training activities of Ivy Tech. Putting these two together, I see opportunity to tailor PeerSpectives for manufacturing applications and working with you and the local SBDC to be a partner in implementing the solutions as proposed. In the near future, I will make contact with the Edward Lowe Foundation to explore how we can tailor the PeerSpectives program towards manufacturing with a human capital focus.

I look forward to hearing about a successful award and hope that we can work together on this initiative.

Yours Sincerely,



Bruce Kidd
Director of Small Business and Entrepreneurship
Indiana Economic Development Corporation



Lt. Governor Becky Skillman
Indiana Office of Tourism Development
One North Capitol, Suite 100
Indianapolis, IN 46204

March 1, 2006

John Corcoran
Region 8 SSI Agent
417 S. Landmark Ave.
Bloomington, IN 47403

RE: Proposal to Create A Customer Service Academy to Strengthen Growth in Travel and Tourism in Region 8.

Dear John:

I appreciate the opportunity to participate in one of your SSI industry roundtables in January. You may know that the Indiana Office of Tourism Development has recently released its 2006 Strategic Plan, Destination Indiana, which calls for our Office to serve as an alliance manager throughout the state on behalf of the travel and tourism industry. We are making concerted efforts to network, build new alliances and pursue creative solutions to tourism marketing and development. Linking our efforts with workforce development is particularly intriguing.

Your proposal to create a Customer Service Academy would be a new addition for improving Indiana's competitiveness versus competitor states. I don't know of anything quite like this in the Midwest. IOTD supports this endeavor because we realize the importance of good customer relations in a business where consumers have many choices.

Our research tells us that to generate travel interest in Indiana, the key market drivers are: fun and exciting, full of interesting discovery, having unique and remarkable attractions and being a quality getaway in a beautiful / unique setting. The better prepared our workers are to offer good customer relations and to have a comprehensive awareness of an area's tourism product, the better we'll be able to address these key drivers. Your Academy proposal should be a great help in doing that in the greater Bloomington region.

We do not have direct aid to offer regions / local areas, but we are willing to be engaged in this process. When possible, we welcome the opportunity to give our time and provide our expertise. As the project proceeds, please keep us informed and consider us as a resource.

Sincerely,

Brian Blackford
Development Director
Indiana Office of Tourism Development